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AN INVESTIGATION OF THE CAUSES OF RETARDATION
AND MALADJUSTMENT OF PUPILS IN PUBLIC SCHOOL OF THE
UNITED STATES, AND REMEDIAL MEASURES

BY

WILLIAM L. YOUNG

PART OF THE REQUIREMENTS FOR THE
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HISTORY OF ATTEMPTS TO ADAPT EDUCATIONAL PROCEDURES TO INDIVIDUAL DIFFERENCES IN PUPILS

In the time of John Milton (1608-1674) there seems to have been an attempt to adapt education to actual living in a real world, and to prepare young people for the concrete duties of life, and it was widely suggested that the breadth of view necessary for this could be obtained best through travel under the care of a tutor. This tendency in educational procedure was called "humanism" and emphasized the development of all the abilities in each pupil so that he might fit in the best possible way into the existing social life.

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Francis Bacon (1561-1626), in his formulation of the "inductive" method made the first real attempt to put education on a scientific basis. As a "science teacher" he did much to show the spirit of modern education which is placing more importance on tests and measurements in education.

Rothsch, the spiritual ancestor of Pestalozzi, Froebel and Dewey anticipated many of the principles of modern pedagogy. In his precept, "Follow the order of nature" he emphasized the development of individual talents through actual experience. He would provide "life situations" in the educational program.

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PART I

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HISTORY OF ATTEMPTS TO ADAPT EDUCATION PROCEDURES TO INDIVIDUAL DIFFERENCES IN LEARNING

In the time of John Milton (1608-1674) there seems to have been an attempt to adapt education to natural living in a real world, and to prepare young people for the concrete realities of life, and it was generally recognized that the breadth of view necessary for this could be obtained best through travel under the care of a tutor. This tendency in educational procedure was called "social realism" and emphasized the development of all the abilities in each pupil so that he might fit in the best possible way into the existing social life, and at the same time contribute and raise the level of the social structure.

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Comenius maintained that there should be one system of schools for all. He was the first to introduce the idea of the education of a system of education similar to

the plan now being used in the United States. He believed that each child should be educated as far as his capacities would allow.

Locke agreed with Montaigne that education is best secured through personal attention, but was unable to reconcile this plan to a scheme for general public education. He believed in education in what is now included in extra curricular activities. He called this a necessary part of an intellectual education, and believed that the activities in which the individual engaged should be adapted to his capacities.

In Francke's (1663-1727) schools the individual pupil was studied and there was a direct application of studies to daily life. However, it remained for Rousseau (1712-1778) to start a new principle in education. Through his appeals the child has become the center in modern education. Although he divided the pupils development into too definite stages, he shows that there are "characteristic differences in different stages".

Pestalozzi (1746-1827) in his educational creed says that teaching must follow the path of development and that the individuality of the pupil must be sacred for the teacher. Pestalozzianism began to appear in the United States in the early nineteenth century through the seventh annual report (1843) of Horace Mann, and through the inauguration of the Oswego methods by Dr. Edward A. Sheldon. Pestalozzi's industrial education was introduced by William C. Woodbridge and Miss Mary Carpenter, and by the institution of special types of colleges and schools to provide a broader type of education and to provide additional educational opportunities for pupils whose

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minds do not permit them to pursue with satisfactory progress the formal type of classroom work.

Froebel (1782-1852) believed that pupils could be trained in self expression through play. He originated the kindergarten. He insisted upon connectedness between all the subjects of the course of study, because of a feeling of dependence upon a higher being and between school and life. His general method was that of self activity. "Individuality must be developed through activity, and self-hood gives it rightful place as the guide to the child's powers when exercised in learning. This is both a process of self-realization and socialization and is directly connected with the principle of creativeness."

Horace Mann (1796-1859) believed in a universal and free education of the highest order, but it was Spencer (1820-1913) who worked out the relative value of studies and made sensible combinations of the theoretical reformers.

On this foundation the special studies of the placement of pupils have been made. From the early ungraded rural schools the urban school systems of twelve grades has been evolved as an economical way of education for the masses.

By 1847 the Quincy Grammar School of Boston had set the model of the new type of central community school house. Henceforth, for the town and city youth at last, education was to be given via "classes". Mass education slowly formed. Children were graded horizontally, roughly in accordance with chronological age. For three quarters of a century school reformers have been trying to undo the evils of a rigid graded system.

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Because the courses and grades were planned for the "average" child, the gifted and mentally limited children began to show up as problems in adjustment. What to do with the child who does not fit into the "lock step" plan has been the main reason for many experiments in educational procedure during the last decade.

William T. Harris, superintendent of St. Louis Schools aimed at the developments of a more flexible promotion plan than the grade promotion. This plan attracted national attention and resulted in the development of the "double track" plan of Cambridge and Santa Barbara "concentric circle plan". Frederick Burk's materials of instruction, various schemes for supervised study, credit for quality and standardized methods of marking the work of pupils resulted finally in the nation wide movement for the creation of the Junior High School.

A survey of current practices in curriculum revision, curriculum making in the public high schools, progressive practices in making state and rural school courses of study, and curriculum construction at Detroit in the twenty-ninth Year Book of the National Society for the Study of Education shows that little or no provision is made for the maladjusted child and little attempt to plan the courses so as to reduce the number of cases of retardation. The unit activities curriculum in the public schools of Burlington, Iowa, shifts the point of view of the teacher from subject matter to human activities; to enrich living, and provides some opportunities to deal intelligently with individual differences in pupils. The Winnetka curriculum under superintendent Carleton Washburn maintains that every child has a right to master those knowledges and skills which he will probably use in life; every child has

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A survey of current practices in curriculum revision, curriculum making in the public high schools, progressive practices in making state and local school courses of study, and curriculum construction at Detroit in the twenty-ninth Year Book of the National Society for the Study of Education shows that little or no provision is made for the talented child and little attempt is given the courses so as to reduce the number of cases of retention. The unit activities available in the public schools of Washington, Iowa, shifts the point of view of the teacher from subject matter to human activities; to make living and provides some opportunity to deal intelligently with individual differences in pupils. The Virginia curriculum under superintendent Carlton Washburn maintains that every child has a right to master those knowledge and skills which he will probably use in life; every child has

a right to live naturally, happily, and fully as a child; human progress depends on the development of each individual to his full capacity; the welfare of human society requires the development of a strong social consciousness in each individual.

The philosophy of modern education is now generally accepted and many national educators have formulated plans for child centered schools. Jesse H. Newlon, of Teachers College, Columbia, Walter Cocking of St. Louis, Missouri, Ethel I. Salisbury of Los Angeles, California, are some of the pioneers in the field of public education who feel that a more satisfactory promotion plan should be instituted in the public schools.

The private laboratory schools of the University of Chicago; Columbia University; State University of Iowa; the McDonald County Missouri Experimental School; Francis S. Parker School, Chicago, Illinois; Beaver Country School, New York City; The Walden School, New York City; University of Missouri; School of Organic Education, Fairhope, Alabama, are conducting educational experiments which may give us a new dawn in educational procedures conducive to a better articulation of life situations and school curriculum.

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and national curriculum.

PART II

THE PROBLEM OF RETARDATION AND

MALADJUSTMENT

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REFORMATION

PROBLEMS

1. To study the causes of maladjustment and retardation of pupils in sections of the United States, assuming that these sections are typical of conditions as they are generally found, and to determine what has been done and what can be done to improve the situation.
2. To investigate the causes of retardation in Everett, Massachusetts and suggest remedial measures.

DEFINITION OF TERMS

Studying the Situation: Citing examples of cases of retardation and maladjustment which are typical of conditions as they are generally found in the United States.

Causes: Factors which prevent all pupils from progressing from grade to grade in accordance with the standard promotion requirement.

Remedial Measures: Any scheme in school administration or classroom procedure which will make for better adjustment of the individual child and decrease the amount of retardation.

Maladjustment: A pupil is maladjusted if he is so situated in school that he is not realizing the full benefit of all factors which make for the proper and full development of his body and mind.

Retardation: A pupil is considered retarded if he is incapable of performing the tasks required of the majority of pupils of corresponding chronological age.

STUDYING THE SITUATION

Conditions

An investigation into conditions existing in various school systems reveals a wide divergence in plans for pupil progress through the schools' systems as well as a great difference in the systems themselves. Inquiries into practices pertaining to placement of pupils seem to indicate that by far too many pupils are being required to repeat full years of prescribed work. Although in Seattle, Washington, in 1910-1923, the increased enrollment was 40% in grades 1-6, 78% in grades 7-9, and 192% in grades 10-12, 90% were not getting full benefit of schools.(1)

In Chicago the pupil enrollment in 1912-1913 remains about the same up to grade 6. There it gains from 4% to 10% in the 9th grade, and 5% in grade 12, with 30% of the pupils not receiving full benefit of the schools.

In 33 cities of 100,000 inhabitants or more in the survey made in 1923 of all those who entered grade I only 16.6% were in grade XII. There was a very noticeable decrease in the number of pupils beginning with the 7th grade. In a Chicago High School, 14.6% failed first semester for three years. In seven mid-western high schools, 12.9% failed in all subjects.

In Lockport Township High, 759 enrolled and 279 graduated. Salt Lake City averaged over one year retardation for each grade. There was 11% failure in a class of 640 in Cambridge Latin School.

Note 1. W. C. Reavis, Pupil Adjustment, page 64; D. C. Heath and Company

Pupils repeating grades is an accepted condition in many large cities in the United States. In Chicago, Illinois, the equivalent of about thirty schools are kept running full time simply to care for repeaters. Thirty-five to forty thousand repeat each semester. The median elementary school failed to promote one eleventh of its pupil membership (average school, one-tenth) at the end of the first semester of the school year 1924-25.

One school of 1,583 pupils failed to promote 558.

Another " " 840 " " " " 3.

" " " 1,207 " " " " 110.

Failures in 272 schools:

Median school failed 9.3%

Average " " 10.3% (1)

Some of the more progressive educational centers are trying out various promotion plans in an attempt to decrease the amount of retardation in the United States. 214 cities promoted twice a year, 251 promoted at any time, 3 cities 4 times a year. Stonington, Connecticut, promoted every ten weeks in grade in same room in elementary grades. Mahoney, Pennsylvania, and Hutchinson, Kansas, promote by subject. 36 cities provide rapid moving sections for gifted children. 122 cities have special classes. In 1928 there were 20 special classes in Worcester, 10 in Boston, 6 in Everett, 10 in Newton. There were 62 coaching teachers in Pittsburg. Salt Lake City, Denver, Fall River, New

Note 1--Don G. Rogers, Special Sec't to Principals Club of Chicago, Elementary School Journal, Oct. 1929, page 27.

York City, Detroit and Everett, Mass., have coaching teachers. Newton provides special school for border-line pupils. (1)

In 1929 in Worcester, some children were promoted because the teacher was hopeful for their success, and others because she was hopeless of it. In most cities the first grade teacher is the only teacher obliged to keep mentally limited children in her room for several years. The special school or ungraded class removes this burden from the grades above the first. (2)

According to A. A. Southerland the present method of handling a mixed group in the same course of study and with the same method of recitation and presentations retards the bright and accelerates the dull, and the damage thus done to their minds, interests, and attitudes is as yet unmeasurable. If character, or citizenship, or certain specified abilities, or the mastery of a certain subject matter is the goal, approximately 70% are securing the worst possible training for that end. It cannot satisfy any conscientious teacher to offer one single "patent medicine" curriculum to all pupils, whether advanced or retarded, with the expectation that in some mysterious way the mere exposure to the curriculum is going to lead the child into habits and knowledge and power--into citizenship or character. Under present conditions the brighter 35% are forming habits of slack, lackadaisical, superficial attention to work, instead of

Note 1--Freeland, Educational Survey 1923, page 106.

Note 2--E. A. Gallamore, Elementary School, Journal, page, 19, October 1925.

York City, Detroit and Newark, have teaching teachers.

Hebrew provides special school for Hebrew-speaking pupils. (1)

In 1922 in Worcester, some children were promoted because

the teacher was helpful for their success, and others because

the teacher was of it. In most cities the first grade teacher

is the only teacher allowed to keep mentally ill children

in her room for several years. The special school or hospital

also receives this burden from the grades above the first. (2)

According to A. A. Kucharsky the present method of

teaching a mixed group in the same course of study and with the

same method of teaching and presentation makes the teacher

and a teacher the only one, and the same thing done to their

mind, interests, and abilities is a very disadvantage. It

is not, or is not intended, or is not a special school, or

the mastery of a certain subject matter is the goal, approximately

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carrying into the schoolroom the vigorous, determined, joyful experience of the playground, the field or the camp. The dull pupils, at the same time, are forming the habit of letting the other fellow do it if the work is hard, or if someone else wants to do it. Both are being injured mentally and spiritually in growth of habits and attitudes. For the future applications of their efforts, the loss to society is incalculable. (1)

Most progressive educators are agreed that the most serious weakness in our educational system of today is the appalling number of failures by the pupils who try to follow the prescribed course of study. Promotion standards adopted by various school systems are generally recognized as the most salient factor causing school failures. A recent investigation of factors involved in the most acute Promotion Problems in cities of 30,000 population gives as chief causes:

1. Low mentality and over age cases
2. Provision for very bright children so as to give them enough to do without promoting them beyond their physical and social maturity
3. Some small building enrollments which prevent desirable grouping and adaptations
4. Lack of definition of standards
5. How to designate that an "x" promotion is on a different basis from an "z" promotion

Note 1.--A. A. Southerland, 24th Year Book, page 84.

Note 1.--Eight Yearbook, Department Elementary School Principals, April, 1929, page 144.

Note 2.--Eight Yearbook, Department Elementary School Principals, page 144.

carrying into the schoolroom the wisdom, experience, the skill of the field or the camp. The drill itself, at the same time, was forming the habit of doing the other things so that it is the work in hand, or in someone else's hands, so that both are being formed mentally and physically in the growth of habits and attitudes. For the future applications of these efforts, the loss in ability is inevitable. (1)

Just before the war educators were asked what the most serious weakness in our educational system of today is. The answer was: "The lack of training in the habits of doing the prescribed course of study. The student is not taught to do the work of a student and usually is not taught to do the work of a worker. A recent investigation of factors involved in the most serious educational problems in cities of 50,000 population gives as chief causes:

1. Low mental ability and over the years
2. Provision for very little drill in the five basic subjects of arithmetic, reading, writing, history and geography
3. Lack of habit of doing the prescribed course of study
4. Lack of habit of doing the prescribed course of study
5. Lack of habit of doing the prescribed course of study
6. Lack of habit of doing the prescribed course of study
7. Lack of habit of doing the prescribed course of study
8. Lack of habit of doing the prescribed course of study
9. Lack of habit of doing the prescribed course of study
10. Lack of habit of doing the prescribed course of study

6. How to reduce failures in the first grade. How to detect unreadiness for reading before pupils are admitted to the first grade
7. What to do with the pupils who fail in the same subject successively
8. Failure of the parents to understand what the teacher is trying to do for the pupil
9. What should be the relative emphasis placed upon teacher's judgment and group tests scores
10. Language difficulties of pupils from foreign homes
11. Over crowded classrooms and too few coaching teachers
12. Irregular pupil attendance
13. What to do with indifferent pupils (1)

Should gifted children be accelerated is a question being debated by educators today. A recent investigation was made by Arthur Kallam of Boston Schools on provision in large cities for acceleration of pupils. It was found that out of 51 cities replying to his questionnaire on advantages of acceleration, 13 found that it provides for individual differences, 14--economy of time and effort, 4--lessens laziness, 2--economy of administrations, 2--better classification, 2--makes school more interesting, 2--homogeneous grouping, 1--enriches child's life by outside work, 1--encourages good work by both pupils and teachers, 1--task of instruction simplified, 1--advanced pupils feel that they are advancing, 1--meets general approval, 1--prevents delinquency.(2)

This and other investigations indicate that the advantages

Note 1.--Eighth Yearbook, Department Elementary School Principals, April, 1929, page 168.

Note 2.--Eighth Yearbook, Department Elementary School Principals, page 144.

6. How to reduce lateness in the first grade. How to detect

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7. What to do with the pupils who fail in the same subject

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Arthur Hays Sulzberger of Boston schools on provision for large cities for

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replying to his questionnaire an average of acceleration,

16 found that it provided for individual differences, 12--

economy of time and effort, 4--lessen learning, 2--economy of

administration, 2--better classification, 2--better school work

interest, 2--homogeneous grouping, 1--enriches child's life

by outside work, 1--encourages good work by both pupils and teacher

1--lack of instruction eliminated, 1--advanced pupils feel that

they are advancing, 1--secular general approval, 1--prevents falling

This and other investigation indicate that the advantages

Note 1--1930 Yearbook, Department Elementary School Principals,

April, 1930, page 166.

Note 2--1930 Yearbook, Department Elementary School Principals,

page 166.

of acceleration far exceed the disadvantages.

Dr. Sullivan of Los Angeles carried out an investigation in seventeen elementary schools where the three track plan was used. She concluded that a reclassification according to percentile performance would be better. She gave it as follows:

Above 75th percentiles in several tests of mental ability-accelerated group.

Between 25th and 75th percentiles-average group.

Below 25th percentiles-retarded group.

She says: "Reclassification on this basis would result in a still more careful observation of the individual difficulties, a differentiation on the amount of time necessary in the separate groups for the processes of perception and association and memory, more carefully planned material for instruction, and more frequent 'relearning' at the point where relearning counts for each child". (1)

C. W. Washburn's Winnetka survey indicated clearly that children do not fall into ability groups except in a most general sort of way. Unless deliberately held together, children of the same intelligence quotient range scatter widely in their school progress. It is a fallacy to assume that every child who is strong either in intelligence or in any one subject is strong in the others. They therefore tend to show that ability grouping does not make adequate provision for individual differences. (2)

In considering the effect of absence on retardation

Note 1--24th Yearbook Nat. Society for the Study of Education, P.29
 Note 2--24th Yearbook Nat. Society for the Study of Education, P.38

of analysis for each of the subjects.

Dr. Sullivan of Los Angeles carried out an investigation in seven elementary schools where the three week plan was used. He concluded that a classification according to potential performance would be better. He gave it as follows: Above 75th percentile in several tests of mental ability - accelerated group.

Between 50th and 75th percentile-average group.

Below 50th percentile-retarded group.

He says: "Classification on this basis would result in a still more careful observation of the individual children, a differentiation on the amount of time necessary in the separate groups for the processes of perception and association and memory, more carefully planned material for instruction, and more frequent 're-teaching' at the point where retaining counts for each child." (1)

J. W. Washburn's similar survey indicated clearly that children do not fall into ability groups except in a very general sort of way. Unless deliberately held together, the children of the same intelligence quotient range scatter widely in their school progress. It is a failure to assume that every child who is strong either in intelligence or in any one subject is strong in the others. They therefore tend to show individual groupings does not make adequate provision for individual differences. (2)

In considering the effect of changes in organization

and failure in school the study made in the Cambridge Latin School is typical of conditions as generally found. Out of--

1797 cases of 0-9 days absence 1-4% of cases repeated.

851	"	"	10-19	"	"	20%	"	"	"
233	"	"	20-29	"	"	40%	"	"	"
144	"	"	30-39	"	"	39%	"	"	"
54	"	"	40-49	"	"	37%	"	"	"
209	"	"	50 or more	"	"	73%	"	"	"

These illustrations show that the problem of proper pupil placement is one of the most serious problems facing progressive educators today. The following chapter summarizes the causes of retardation and maladjustment as given by recent investigators.

In order that a satisfactory plan may be formulated for reducing the number of cases of pupil failure, the causes of retardation, causes of maladjustment and the reasons for a small percentage of failures must be determined. An investigation must be made into these conditions.

In a study made by Ben Rogers for reasons for a small percentage of failures, he gives:

I. Careful supervision

- a. Use blackboard and other visual work
- b. Use drill material
- c. Review classes
- d. Check-up on progress with teacher's program
- e. Achievement tests to measure progress (In one case these were filed in the principal's office for later use in checking progress of individual pupils.)

PART III

II. Good teaching

A STUDY OF CAUSES OF

RETARDATION AND MALADJUSTMENT

- a. Individual differences
- b. Willingness to work after hours
- c. Teacher-principal co-operation

III. Careful administration

- a. Classification of pupils into homogeneous groups
- b. Provision for individual differences
- c. Careful grading early in the semester
- d. The child gets the benefit of the doubt in promotion
- e. Regular attendance of pupils
- f. No variegated or crowded conditions
- g. Little turnover of pupils
- h. "We feel that it is our job to get them through, that is what we are paid for".

PART III

A STUDY OF THE CAUSES OF
RETARDATION AND MISPLACEMENT

In order that a satisfactory plan may be formulated for reducing the number of cases of pupil failure, the causes of retardation, causes of maladjustment and the reasons for a small percentage of failures must be determined. An investigation must be made into these conditions.

In a study made by Don Rogers for reasons for a small percentage of failures, he gives:

I. Careful supervision

- a. Much blackboard and other visual work
- b. Much drill material
- c. Review classes
- d. Check-up on progress made on teacher's programs
- e. Achievement tests to measure progress (In one case these were filed in the principal's office for later use in checking progress of individual pupils.)

II. Good teaching corps

- a. Individual attention given to pupils
- b. Willingness to work after hours
- c. Teacher-principal co-operation

III. Careful administration

- a. Classification of pupils into homogeneous groups
- b. Provision for individual differences
- c. Careful grading early in the semester
- d. The child given the benefit of the doubt in promotion
- e. Regular attendance of pupils
- f. No congested or crowded conditions
- g. Little turnover of pupils
- h. "We feel that it is our job to get them through, that is what we are paid for".

In order that a satisfactory plan may be formulated for
 reducing the number of cases of pupil failure, the causes of
 retardation, causes of misbehavior and the reasons for a small
 percentage of failures must be determined. An investigation
 must be made into these conditions.

In a study made by Don Rogers for reasons for a small

percentage of failures, he gives:

I. Careful supervision

- a. Much discipline and other visual work
- b. Much drill material
- c. Review classes
- d. Check-up on progress made on teacher's programs
- e. Achievement tests to measure progress (in one case these were filed in the principal's office for later use in checking progress of individual pupils.)

II. Good teaching technique

- a. Individual attention given to pupils
- b. Willingness to work after hours
- c. Teacher-pupil co-operation

III. Careful classification

- a. Classification of pupils into homogeneous groups
- b. Provision for individual differences
- c. Careful grading early in the semester
- d. The teacher gives the benefit of the doubt in promotion
- e. Regular attendance of pupils
- f. No homework or crowded assignments
- g. Little homework of pupils
- h. "We feel that it is not fair to let them through, that is what we are going to do."

IV. Good Health conditions

- a. Clean surroundings; plenty of fresh air and sunshine
- b. examinations by the Child Study Department

V. American family stock or other high grade nationality

- a. No language difficulties
- b. Good home surroundings
- c. Cooperation of parents
- d. School district homogeneous (1)

"24 Year Book--A. A. Southerland, Los Angeles, California emphasizes the necessity of adapting the school work to individual differences. He says: "Pupils differ in school by reason of the development of the general and special abilities to various points along a learning curve. This is responsible for the idiosyncrasies of development of the foundation of apperception and of activity which in turn put each pupil at a disadvantage and hinder his development in certain abilities which should grow out of the underlying matrix. Therefore, different amounts of time are required by various pupils for the mastery of topics; different amounts of drill are needed for the development of abilities; different methods are needed by different pupils; and pupils vary in their response to environmental conditions. Their emotional urge and interest build inhibitions and facilitations which further distinguish them as individuals. These differences should be given the time, effort, and the opportunities for solution which their importance for citizenship demands". (2)

Note 1.--Elementary School Journal, December 1925, P. 273, Don Rogers, Pupil Failure. Elementary School Journal, P. 19.
 Note 2.--A. A. Southerland, 24th Yearbook, N.E.A. P. 208.

IV. Good health conditions

1. Clean surroundings; plenty of fresh air and sunshine

2. Supervision by the child study department

3. A healthy family stock or other high grade heredity

4. No hereditary diseases

5. Good home surroundings

6. Cooperation of parents

7. School district homecomings (1)

"The Year Book--A. A. Boncherland, Los Angeles, California

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differences. He says: " pupils differ in school by reason of

the development of the general and special abilities to various

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Note 1.--Elementary School Journal, December 1925, p. 273, Ben Rogers

Public Schools, Elementary School Journal, p. 19.

Note 2.--A. A. Boncherland, 54th Yearbook, N.E.A., p. 208.

C. W. Washburn says that complete individual instruction means developing the individual on his social side fully as much as it means developing his initiative and his originality, and fully as much as it means giving him an opportunity to master, at his own natural rate, each element in the common essentials. (1)

In considering causes of pupils' failure, modern educators seem to be placing considerable emphasis on the physical conditions of the pupil. The Committee on Health reports that it is impossible to predict the future progress of pupils with hearing defects and in consequence all must receive medical treatment, and special educational provisions must be made for many. For adequate handling of the problem, it will be best ultimately to establish clinics at the schools.

The deafened child should be considered as a handicapped child, not as deficient, and provision for his education should be made accordingly. (2)

For reducing pupil failure, segregation according to ability (based on I.Q. and observation, attitude, subject grades, etc.) has been suggested by Irwin and Marks. They suggest the following types of classes:

1. Very superior
2. Superior
3. Slightly above average
4. Average classes for normal

Note 1.--C. W. Washburn, 24th Yearbook, N.E.A.

Page 39.

Note 2.--The Deafened School Child Report of
Committee of Health, N.E.A. 1929

Page 12.

...the individual's individuality...

...the individual on his social side...
...much as it means developing his initiative and his originality...
...and truly as much as it means giving him an opportunity to...
...at his own natural rate, each element in the human...

... (1)

In considering causes of pupils' failure, modern educators
seem to be placing considerable emphasis on the physical
conditions of the pupil. The Committee on Health Reports that
it is impossible to predict the future progress of pupils with
perfect accuracy and in consequence all such reports should
be tentative, and special educational provisions must be made for
them. For adequate handling of the problem, it will be best
to maintain the relationship of the child to the school.

The physical child should be considered as a whole...
...and not as a fragment, and provision for his education
should be made accordingly. (2)

For technical pupil failure, suggestion according to ability
(based on I.Q. and observation, attitude, subject matter, etc.)
has been suggested by Lewis and Harris. They suggest the
following types of classes:

1. Very superior
2. Superior
3. Slightly above average
4. Average classes for normal

5. .Slightly below for backward
6. Opportunity class, very backward, but not mentally defective
7. Ungraded classes much below average mentally-individual instruction
8. Neurotic-behavior problem-temperamentally peculiar and in need of individual study for adjustment
9. Physically handicapped
10. Foreign classes-These newly arrived (1)
Reaves suggests guidance as a means of reducing pupil failures by use of printed mimeograph instruction; self-guidance through exploration; and self-guidance through curriculum advisors for further education, personal conduct, consideration of disabilities, development of intellectual interests and choice of a vocation. He recommends studying each individual as a unit case. (2)

The first task in intelligent education is to discover the amount of development which has already occurred in any bit of the raw material which is to be transformed into effective citizenship; the second is to discover a means to develop greater ability; and the third is to justify the method employed by a demonstration of the amount of development actually achieved.

It is clear that the procedure which ignores the amount of ability actually possessed in a given case fails to begin the task intelligently.

A. A. Southerland says, "Since each individual pupil possesses a larger amount of some one ability than of another, it follows that intelligently directed education demands that he work at one level in subject A (which requires the greater amount of ability) and at a lower rate in subject B (which requires a less amount of ability). Slowness of comprehension of the concepts and values in geography, for instance, require greater time, more drill, or clearer illumination of purposes; whereas slowness of comprehension of the concepts and values in literature require chiefly opportunities to proceed in accordance with the amount of ability already possessed. (1)

The Gary Schools through their platoon organization, have made it possible for children who are slow in any particular subject to increase the time spent on that subject, at the expense of some of their play or shop or assembly activities, or through summer or Saturday work.

In the Stearns School, Newton--K. L. Winslow, Principal, 1926-27 the percent of retardation in district was 12%. Percent of decrease in retardation over a period of three years by having small classes was 20% while the percent of decrease in retardation over a period of three years by having special classes or opportunity classes was 15%.

The following note from R. D. Allen, Providence, R. I., where pupil placement is given special emphasis states:

"We have over 350 pupils in prevocational schools all of whom are two or more years over age for their grades chronologically, but are at age or under age for their grade mentally, who learn

slowly, and whose education achievement rated them in the lowest 30% of their grade as a whole. We have 700 other children who are still more retarded and are in special classes. Even this is only half of the problem."

In the Gary Schools, Indiana, in the Stearns School, Newton, Massachusetts, and in Providence, Rhode Island, where special attention has been given to cases of maladjustment, the percent of retardation is in direct proportion to the amount of attention given the maladjusted child. These indicate possible ways of decreasing pupil failure.

More and more educators are coming to realize that it is the individual who is to be taught rather than subject. The pressure exerted by college entrance examination which has influenced educational policies down to the elementary school has probably had its day. Toops of Ohio State University expresses a rather hopeful college point of view when he says "There is a growing inclination to regard college entrance as an educational experience or function rather than as an eliminative and purely administrative one. In accepting students the college obtains not merely two categories of persons, the "to be successes" and the "to be failures" but is securing a combination of traits of individuality in varying degrees which are encouraged and developed through higher education, while ideally, the weakness of the student is remedied early in his college career. Higher education is beginning to feel these urgings of individualistic philosophy which have made such changes in the methods of education, particularly in the

State L. S. Toops, Ohio State University, Educational Magazine, September 1929, p. 12

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these virtues of individualistic philosophy which have made
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elementary schools. (1)

The average pupil will continue to progress through the education program planned for the average child. The discussion in this chapter indicates that the progressive schools of the future must provide more efficiently for the gifted child, the mentally deficient child and the pupils who are physically handicapped. By far the largest number of cases of failure occurs among those pupils who seem to find it impossible to fit into the prescribed course of study.

Pupil failures in the elementary grades are caused chiefly, so far as the academic subject matter is concerned, because of the child's inability to read. This is particularly true in such subjects as history, geography, English and other subjects where the pupil's ability to pursue satisfactorily the prescribed course depends upon his ability to handle the mechanics of reading.

Following is a summary of chief causes of reading failures according to a recent investigation.

Each of the 493 school systems was asked to report not only which one of the first six grades has the largest number of pupil failures, but also the subject of the greatest difficulty in that grade and the three chief reasons for failure in that subject.

The subjects of greatest failure in the first six grades are reading and arithmetic. The chief reasons given as to why pupils fail in reading are summarized below and are arranged

Note 1.--H. W. Toops, Ohio State University, School Executive Magazine, September 1929, P. 52

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The subjects of greatest failure in the first six grades are reading and arithmetic. The chief reasons given as to why pupils fail in reading are summarized below and are arranged

according to frequency of mention by 493 superintendents of schools:

1. Inability, too young to comprehend-mental immaturity-191
The mental age of many pupils at time of
entrance into first grade is less than six years.
2. Irregularity in attendance-----162
This is due chiefly to illness from contagious
childhood diseases, late entrance in school,
bad weather, and change of schools.
3. Physical and social immaturity of pupils at time
of entrance-----133
4. Language difficulty, resulting from foreign language
being spoken in the home----- 84
5. Lack of background of experience and vocabulary-
lack of reading readiness----- 82
Often there is not enough of an activity
program in which the child is allowed to
develop naturally-mental immaturity-. He is
forced into class routine, such as learning
to read, before he is ready for it. Pre-
primary classes are often necessary.
6. Lack of skill in teaching due to inexperienced
and poorly trained teachers----- 63
7. Pupil illness, poor physical condition, and
physical handicaps such as defective sight and
hearing, carious teeth, diseased tonsils and adenoids-61
8. Too large classes-too many pupils per teacher to allow
for individual help and study-----39
9. Failure of the school to diagnose individual
needs and provide proper remedial measures and
differentiated materials-----34
10. Poor home conditions such as unfavorable back-
ground and lack of cooperation with the school-----31
11. Inability of some first-grade children to adjust
themselves to schoolroom conditions-----19
12. Tendency on part of teachers to regard reading
as a basal subject. Promotion from first grade
is largely based on ability to read, and much
emphasis is put on the mechanics of reading-----19
13. Difficulty in securing suitable reading materials-----17
14. Lack of pupil interest in schoolwork, chiefly in
reading-----16

- According to frequency of mention by 458 administrators of schools:
1. Irregularity in attendance-----151
The mental age of many pupils at time of entrance into first grade is less than six years.
 2. Irregularity in attendance-----150
This is due chiefly to illness from contagious childhood diseases, late entrance to school, bad weather, and change of schools.
 3. Physical and social immaturity of pupils at time of entrance-----135
 4. Language difficulty, resulting from foreign language being spoken in the home-----84
 5. Lack of background of experience and vocabulary-----82
Lack of reading readiness-----
Often there is not enough of an activity program in which the child is allowed to develop naturally-mental immaturity. He is forced into class routine, such as learning to read, before he is ready for it. Fre-
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 7. Pupil illness, poor physical condition, and physical handicaps such as defective sight and hearing, carious teeth, diseased tonsils and adenoids-----61
 8. Too large classes-too many pupils per teacher to allow for individual help and study-----58
 9. Failure of the school to diagnose individual needs and provide proper remedial measures and differentiated materials-----56
 10. Poor home conditions such as unsuitable back-
ground and lack of cooperation with the school-----51
 11. Inability of some first-grade children to adjust themselves to schoolroom conditions-----49
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 13. Difficulty in securing suitable reading materials-----47
 14. Lack of pupil interest in schoolwork, chiefly in reading-----46

15. Emotional instability on part of pupils-----10
16. Too rapid progress required. Pupils are crowded ahead faster than they can master the technics of reading----- 3 (1)

Probably too much stress has in the past been placed on tests and written examinations as measurements of pupil progress. The following letter from Professor Ferris of Cornell University shows quite clearly the present attitude of progressive educators toward tests and written examinations as a measure of pupil progress:

1. From the many investigations which have been made it is clear that when different teachers measure the abilities of the same pupils in the same subject by means of examinations and estimates of recitations, they give different grades. From this we conclude that teachers marks are unreliable. They are in general inaccurate measures of the abilities of pupils. Their lack of uniformity indicates the lack of uniform standards.
2. The written examination is a common means of measuring pupils' abilities. Some pupils working under pressure become nervous and confused and consequently cannot do themselves justice, while other pupils who have not a real grasp of the subject write excellent papers as a result of cramming.
3. Frequently the questions are not well selected.
4. Under ordinary conditions the marks assigned to

Note 1.--Chief Reasons why Pupils Fail in Reading, 9th Yearbook, Department Superintendents, P. 106

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3. Frequently the questions are not well selected.
4. Under ordinary conditions the marks assigned to

examination papers by teachers are not reliable.

Investigation has shown this. They represent crude and many inaccurate measures of the abilities of the pupils.

5. Frequently the marks which a pupil receives on an examination paper depends upon the teacher who grades the paper as well as what the pupil places on the paper.

6. Investigations show that teachers are not consistent in their own markings. If a set of papers is marked a second time, the two marks will vary widely.

7. Then there is the inaccuracy of the questions asked. Some would divide 100% by the number of questions and assign equal value for each. Other teachers would value some more than others in importance, while others would consider difficulties in each. The teachers vary in their opinion of the difficulty and importance of each.

8. Examination fails to consider the rate at which each pupil can work. There is just so much time allowed for the average. Some finish early, others need more time, but every pupil is marked for what they have actually done. Grades on such papers are not true grades.

9. Pupils may fail on the ten questions asked but at the same time could do a high quality of work on the same subject if different questions of equal importance as the others were given. (1)

Note 1.--Weakness of Tests and Examinations as a Measure of Pupil Progress, Professor Ferris, Cornell University, Ithaca, N. Y.

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In his discussion of pupil failures, Reaves thinks that many pupils fail not because of lack of ability, but because their habits of work and study are ineffective and they lack the volitional balance to pull out of a bad situation without the guiding influence of a counselor who understands their needs. Some who fail possess both inherent ability and endurance above the average but their efforts were unregulated and uncontrolled. They lack seriousness of purpose and cannot say "no" to distracting influences which interfere with their work. Some lead a quiet, inactive childhood life neglecting to engage in the physical activities which help so much to perfect the neuromuscular coordinations. (1)

Another recognized cause of pupil failure is the faulty curriculum. Irwin and Marks find that curriculums are too much concerned with giving information and too little concerned with affording opportunities for experience. They deal too little with realities of child life, and too much with abstractions and symbols. They disregard the capacities of the child by forcing subjects down his throat before he is mature enough to digest them.

In short, the curriculum has been built up to follow a logical sequence from the point of view of the adult mind rather than to follow the development of spontaneous interest in the child. (2)

Note 1.--W. C. Reaves, Pupil Adjustment, P. 42

Note 2.--Irwin and Marks, Fitting the School to the Child, P. 216

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Note 1.--G. C. Keever, *Pupil Adjustment*, p. 42.
Note 2.--Irwin and Martin, *Testing the School to the Child*, p. 216.

Another weakness of the educational system of the past and many of the present is the failure of the system to take into consideration individual differences in pupils. In discussing causes of maladjustment in school, Mort finds that pupils vary in two distinct ways:

1. Fundamental Differences
2. Consequent Differences Among Children in School
(Ignores ability possessed)
 - a. Varying Intelligence Quotients
 - b. Varying Achievement Quotients
 - c. Efficiency Quotient
 - d. Different Pupils need different amount of time to master any given topic
 - e. Varying rates of progress by the same pupils at different times
 - f. Varying amounts of drill needed. Different methods are needed by different pupils.
 - g. Different interests and emotional reactions from pupils. (1)

Mort's findings are well substantiated by Thorndyke who says that the wide range of achievements of pupils of roughly the same school training suggests that differences born in them play a large part in determining the differences eventually found in them. (2) Carl Pearson states that general intelligence and a variety of physical characteristics seem unchanged through-

Note 1.--Paul R. Mort, The Individual Pupil, P. 97.

Note 2.--E. E. Thorndyke, Education for Imitation and Originality, P. 94.

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1. Fundamental Differences

2. Consequent Differences Among Children in School (Differences in ability)

A. Varying Intelligence Quotients

B. Varying Achievement Quotients

C. Efficiency Quotient

D. Different Pupils need different amount of

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E. Varying rates of progress by the same pupils

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Note 1.--Lloyd A. Wood, The Individual, April, p. 27.
Note 2.--L. A. Wood, The Individual, Education for Individual and
Efficiency, p. 24.

out the whole range of school life. It is therefore not possible for the teacher to change them. (1)

A. A. Southerland's statement relative to individual differences bears out the same thought:

1. No group has yet been found in which the individuals composing it possess equal amounts of any one ability.

2. Performances vary so greatly as to indicate that no single requirement is adequate as a stimulus to a majority of the group.

3. To study the development of a learning process it is absurd to set up as a standard a definite quantity of performance and expect each member of the group to accomplish just that amount and no more. (2)

Book and Norwell in their discussion of pupil failure find that pupils frequently fail if they--

1. Feel something else is more important, and receive rewards for things other than the one thing on which they are supposed to be at work.

2. Don't care to put forth the effort for a variety of reasons.

3. Don't know how to work or think up new methods of study.

In a crowded grade it is the business of no one to see to it that pupils are working at their level of development, or that effective methods are being used. The child is most certainly not an adult.

Note 1.--Carl Pearson, 24th Yearbook,
Note 2.--A. A. Southerland, 24th Yearbook,

P. 94
P. 94

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for the teacher to change them. (1)

A. A. Joubert's statement relative to individual

differentiated work and the same thought:

1. No group has yet been found in which the individuals

composing it possess equal amounts of any one ability.

2. Performance very rarely is so nearly as to indicate that no

single requirement is adequate as a stimulus to a majority

of the group.

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always to set up as a standard a definite quantity of performance

and expect each member of the group to accomplish just that

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certainly not an adult.

Out of 493 superintendents of schools who reported on the subject which elementary pupils find most difficult, 108 named arithmetic. Each superintendent listed what, in his judgment are the three chief reasons for failure in this subject. They are listed below according to frequency of mention. (1)

1. Poor teaching technics-----39
 Poor presentation-failure on the part of the teacher to plan lessons and present them so that they appeal to the child's interest and understanding.
2. Lack of mental ability on the part of pupils-----29
3. Lack of interest which results in lack of application-----23
4. Lack of skill in fundamental operations-----21
5. Lack of comprehension of thought problems in arithmetic-failure of pupil to grasp number significance and number combinations and processes-----20
6. Standards of achievement in arithmetic are more exact and therefore, more arbitrarily administered-19
7. Difficulty of subject and lack of differentiation of materials to fit pupils of different levels of ability-----15
8. Pupil's inability to read arithmetic problems understandingly-----14
9. Irregular pupil attendance-----13
10. Nature of arithmetic such that it requires judgment and reasoning power, rather than memorization-----12
11. Failure of the school to diagnose individual needs and provide proper remedial measures-----12
12. Lack of emotional stability in some pupils-----11
13. Poor home conditions, such as unfavorable background and lack of cooperation with the school-----9
14. Poor arithmetic textbooks-----7

Note 1.--Ninth Yearbook Department Superintendence, Chief reasons why Pupils Fail in Arithmetic. P. 216

Out of 400 experiments of subjects who reported in the subject which elementary pupils find most difficult, the named arithmetic. Each experiment listed was, in his judgment are the three chief reasons for failure in this subject. They are listed below according to frequency of mention. (1)

1. Poor learning facilities-----30
 Poor presentation-failure on the part of the
 teacher to plan lessons and present them so
 that they appeal to the child's interest and
 understanding.
2. Lack of mental ability on the part of pupils-----30
3. Lack of interest which results in lack of
 application-----25
4. Lack of skill in fundamental operations-----21
5. Lack of comprehension of thought problems in arithmetic
 failure of pupil to grasp number relationships
 and number combinations and processes-----20
6. Standards of achievement in arithmetic are more
 exact and therefore, more strictly administered-----19
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 materials to fit pupils of different levels of
 ability-----18
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 surroundings and lack of cooperation with the school-----9
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Note:--Within Yearbook Department's investigation, what
 reasons why pupils fail in arithmetic. P. 216

- 15 15. Insufficient purposeful drill-----5
 16. Language difficulty due to foreign parentage-----4

The effect of hearing defects on pupil failure is well illustrated in the Report of the Committee on Health. They studied the cases of 349 children selected as deafened and found that 138 had not met the promotion standards each year.

83 had repeated one grade

60 " " grade twice

45 " " " three times

13 " " " four "

9 " " " five "

1 " " " six "

The Committee estimates that there are approximately 3,000,000 children in the United States having measurable hearing defects. (1)

In studying the causes of retardation in the Horace Mann School, Everett, Massachusetts, for the school year 1926-27, Miss Jessie Thompson gave the following reasons for retardation:

1. Poor health
 - a. Defective eyesight
 - b. Defective hearing
 - c. Other bodily disorders
2. Mental handicaps
 - a. Mental incapacity
 - b. Motor mindedness or slowness often mistaken by teachers for stupidity
 - c. Lack of confidence or self-assertion
 - d. Inability to concentrate on material long enough to secure retention

- e. Indifference to school work arising from desire to go to work, etc.

3. Unfavorable home conditions

- a. Malnutrition, affecting body and mind
- b. Late hours of retiring and consequent lassitude in school
- c. Parents who encourage children in an arrogant attitude toward others
- d. Lack of quiet in the home during the time needed for "home work"
- e. Constant nagging by members of the family resulting in extreme nervousness
- f. Too much freedom in the matter of going to moving picture theatres etc., resulting in a neglect of school work

4. Unfavorable school conditions

- a. Failure of teachers and other pupils in helping naturally reticent pupils to establish necessary social contacts
- b. Unsympathetic teachers, particularly during the first few years when deep impressions and habits often lasting a lifetime are formed
- c. Incorrect grouping of extremely bright pupils with those of much lower capacity, often resulting in discouragement, sullenness or inferiority complex.
- d. Extreme dislike of pupil for teacher, or teacher for pupil. This attitude on the part of a teacher is unfortunate, and usually is the outcome of narrow vision which sometimes mistakes a

3. Indifference to school work arising from failure to go to work, etc.

Unfavorable home conditions

- a. Malnutrition, affecting body and mind
- b. Lack of rest and consequent lassitude
- c. Lack of interest in school

d. Parents who encourage children in an erroneous attitude towards others

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d. Extreme dislike of pupil for teacher, or teacher for pupil. This attitude on the part of a teacher is unfortunate, and usually is the cause of a narrow vision which sometimes mistakes a

mischievous boy for a really bad one

e. Too much leisure for "fooling" and dreaming

f. Too difficult work for the grade or too

intensive a course for the average mind

Burnham has shown that mental hygiene and good education occupy overlapping fields. The habit of failure is bad mental hygiene as well as bad education, and the evil which has been produced by the present methods of school organization points to the necessity for a change.

A large non-promotion card is not, as is sometimes supposed, sufficient evidence that high standards are rigidly adhered to; nor is a low promotion record sufficient evidence of low standards. So long as "passing the pupil" is a reward given by a pleased teacher instead of the next step in education as determined by the efforts of the pupils themselves there will be a wrong direction of the mental attitudes of both pupil and teacher. It takes from the pupil the responsibility for work to be accomplished and turns his attention to the impression to be made on the teacher. This is particularly true in the high school where the pupils have attained the social values and where today at promotion time the teacher is besieged by every device which the ingenious mind of adolescent youth can bring to bear.

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SUMMARY

According to the best authorities and recent investigations, pupils fail to progress through the traditional course of study chiefly for the following reasons:

1. Poor teaching
2. Faulty administration
3. Faulty curriculum
4. Failure to consider individual differences in pupils
5. Physical defects of pupils
6. Lack of guidance
7. College entrance examinations
8. Inaccurate tests and examinations as measures of pupil progress
9. Mental incapacity
10. Inability to read

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Remedial Measures

The investigations made in the foregoing chapter indicate clearly that many students of education are vitally interested in the appalling number of cases of retardation through maladjustment of pupils. Some of these have suggested ways and means for remedying the conditions. Some school systems have made definite attempts to plan for more satisfactory pupil adjustment. Educators are realizing the danger of damage to the emotional life of the child through failure to progress through the traditional lock step curriculum.

PART IV

Failure manifests itself in certain bad habits fixed upon the children. These habits are the result of failure, the habit of making excuses, the habit of being late, the habit of being careless, the habit of shirking. Furthermore, in the economic waste of re-educating repeaters, of holding up productive activities for one or more years for those children whose time is wasted by maladjustment, and in turning out half-educated youth whose failure has discouraged them from further educational effort. The educational system itself is displaying not only inefficiency but bad citizenship.

It is now generally recognized by modern educators that individual differences among children, while disturbing to a system of education which tries to ignore them, are potentially the seeds by which human society may progress.

In determining what is the best procedure or what are the first steps to be taken to eliminate the chief causes of retardation and maladjustment of pupils, a better understanding

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A STUDY OF THE EFFECTS OF THE
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retardation and maladjustment of pupils, a better understanding

of the psychology of children, a careful study of individual differences, a more varied and adjustable course of study, more guidance and better trained teachers are the first requisites. With these first provided, other necessary changes are bound to follow.

Facts concerning acceleration and retardation create a number of problems:

What shall be the curriculum?

What shall be the teacher's aim and goal?

What shall be the promotion standard?

What shall be the devices used to reduce retardation in groups of forty or more?

What can be done for the sub-normal child?

What should be done with the accelerated group?

Modern curriculum revision rejects the earlier assumption that there is one uniform logical course of study, suitable to all youths. (1)

The school curriculum must be approached from two viewpoints: First, the child must be studied; second, the child's environment must be studied. One of the chief intellectual purposes of the school is to develop understanding of the institutions, problems and issues of contemporary life. The child centered school has arrived in many communities. These are schools with distinct purposeful activities. Children center their interests for hours, days and even weeks on an interesting activity, the development of which leads them out into the richness of the complex life of society. Many of our teachers without more training can within limits develop the atmosphere of the

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- What shall be the present standards?
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new type of schools. The most radical change must come in a fundamental modification in the point of view of educators. There must be supervision of the recreational and social life of the pupils. Intramural sports, all sorts of pupil activity, delegation of responsibilities to students in self government, pupil participation in open forum, discussion, and recommendations to the administration on school policy, all mark the development of situation that stand for life in reality. (1)

Education is life. Because the child is better understood, schools are offering him opportunities to experience life situations, to develop skills, to create attitudes, to train abilities. The child gains habit, thought, and actions that are foundations for a full living. (2)

In order that each pupil may realize the greatest benefit from his educational experience subject matter both as to amount and kind must be adjusted to the capacity of the slow-learning child. Differentiation of material and special training are essential.

Many educators agree that only a minority can originate; these few should be conserved. They feel that the bright children should be segregated because they can do better work than the regular children. The mentally limited pupil presents even a greater problem. A pupil sixteen years old with a mental age of ten should have different assignments from a normal child of ten. Teachers should find at least one worth while thing in which a limited child can succeed. Train him in this and let him feel

Note 1.--Research Bulletin, N. E. A. Volume VII, No. 4, September 1929, page 182.

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honest success. (1)

The modern lockstep plan of grading has not provided adequately for individual differences. How can one instruct children en masse and at the same time individualize? The following ways have been suggested by H. H. Horn. (2)

1. The teacher must have a knowledge of the educational status of his pupils as individuals
2. He must be able to organize the materials of instruction so as to permit flexible assignments
3. He must adopt a technic of instruction which will enable him to use a large share of his teaching time in directing individual work rather than hearing lessons.

Some teachers colleges and normal schools are trying to meet these needs. The trend in teacher training seems to be toward an integrated experience for the student, toward longer periods with a group of children and with the critic teacher, living a life that has continuity and integration instead of meticulous analysis of things not yet integrated in the experiences of the student.

Some school systems are making a strong attempt to educate all the pupils according to their capacities and limitation. Providence, Rhode Island, has been outstanding in this endeavor. This system provides for the full development of the individual through a well defined guidance program. An outline of the Providence plan follows:

Note 1.--G. W. Whipple, Some Features of the Education of Gifted Children, Page 184.

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Guidance in the Elementary Schools
of Providence, Rhode Island

In the elementary schools of Providence guidance is largely educational. Each teacher charts her classes on the Providence Class Personnel Charts. By means of the charts the principal is able to grade and classify his school and to make individual adjustments. A program of standardized tests at the beginning of the fall term enables each teacher to plan remedial instruction. A card containing the permanent record of educational achievement is kept for each child. The back of the card contains a mental growth chart, continuous IQ record, and other guidance helps, such as brief family data, physical handicaps, and special interests and abilities.

Guidance in the Providence Junior High Schools:

There are six advisers in each of the Providence junior high schools. Each adviser has charge of a class of pupils for three years, making all adjustments in grading, classification, and choice of electives. Each adviser teaches "Occupations" to her own class each year. It is a required subject for one period per week in all of the junior high school grades. The advisers also teach one period per week of "Orientation" or group guidance. The balance of their program is devoted to the teaching of the regular subjects. In each school the advisers are organized into a guidance department under the direction of a chairman or department head who is allowed five periods per week for supervision and five periods for the continuous study and construction of the school program. Advisers are usually appointed from the teaching staff, but are expected to train themselves for the work in summer, and extension courses, as well as by reading, conferences,

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and lectures. To a large extent the varied program of the adviser acts as a self-training device.

Guidance in the Providence Senior High Schools:

In each senior high school there are six advisers each of whom assumes charge of a class when it enters the school and carries it through its entire high school course. The adviser has complete charge of grading, classification, choice of electives, and special programs. About two-fifths of the advisers' teaching time is devoted to guidance, and three-fifths to teaching allied subjects. Group guidance is carried on by means of student forums and discussions in which the Case Conference Method is employed. Departments are organized under the direction of chairmen or department heads to whom five periods per week are allotted for supervision. Each adviser, under the direction of the central office, makes follow-up studies of her classes at one, three, and five year intervals. By this means valuable statistics are being accumulated in regard to the effectiveness of high school curriculums. All advisers are appointed from the teaching staff. Teachers to whom children naturally turn for advice and encouragement make the most successful advisers. The school program is worked out by the head of the guidance department from the data obtained by the class advisers concerning the needs and interests of pupils.

The Providence Class Personnel Charts:

All classes in the Providence public schools are charted on the Providence Class Personnel Charts in September. These charts give at a glance a graphic record of individual and group adjustments in age and general intelligence. There are five forms of

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the chart: One for grades 1-3; one for grades 4-6; one for grades 7-9; one for grades 10-12; and one for ungraded and special classes. To chart classes, it is necessary to have a mental age or an intelligence quotient for each child. Either of these factors, together with chronological age, established the child's position on the chart. The third factor is evolved from the use of the other two, so that Mental Age, Chronological Age, Intelligence Quotient, Achievement Goal, and other facts may be read from a single chart. The charts are used as measures of grading and classification. By means of the Achievement Goal Diagonal teachers can readily ascertain whether children are living up to what may reasonably be expected of them. Problem cases stand out clearly, as do cases of unnecessary retardation or too rapid acceleration.

Psychological Testing:

All children in the Providence public schools are given group psychological tests at regular intervals of about two years. The tests do not furnish the sole basis for grading and classification, but are used together with educational tests and teachers' marks. Junior high school pupils are tested before entrance to high school and are grouped according to intelligence, achievement, and educational destination. Changes are made in this classification as individual abilities or handicaps are discovered. Problem children are given individual psychological examinations and in exceptional cases the children are referred to the psychiatric clinic in the guidance department.

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this classification as individual abilities or handicaps are
discovered. Problem children are given individual psychological
examinations and if educational needs the children are referred
to the psychological clinic in the Guidance Department.

The Central Office:

In the central office there is, besides the assistant superintendent in charge, an assistant in charge of educational measurements, an assistant in charge of guidance in the junior high school grades, and an assistant in charge of guidance and placement. The department has the part-time services of the school psychologist who is in charge of all psychological examinations and who has associated with her in the department four psychological examiners and a consulting psychiatrist who conducts a clinic two or three days a week. There are three clerks. Student assistants are employed part-time during busy seasons to correct psychological examinations and to assist in clerical duties.

Employment certificates are issued in this office. By this means every child who leaves the school system before the age of sixteen must of necessity pass through the guidance office.

The assistant in charge of educational measurements maintains complete files of educational tests which are accessible to all teachers.

Testing material which is not regularly kept in stock is made available upon written request signed by the head of the department in the school and by the principal of the school.

High School Scholarships:

The Rhode Island High School Scholarship Fund has been in existence for several years. It was started by public subscription and is now sponsored by the Rhode Island Congress of Parents and Teachers. The Fund is under the administration of the Rhode Island Foundation. Worthy cases are referred to the assistant in charge of guidance and placement. If it seems probable that a scholarship may be granted she refers the case to the home visitor

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of the Department of Attendance and Discipline for additional check-up. The scholarship, \$100 per year, is not intended to provide a child's support, but merely to supplement his part-time earnings. High school scholarships are not loans, neither are they regarded as charity,--they are a civic investment.

Replacement Class:

Rhode Island has not yet a continuation school law. Formerly, after a child had been issued an employment certificate he was practically free from school supervision. Now, however, a record is kept of each certificate as it is received from an employer at the termination of a child's employment. Each child receives notice that he or she is to report at the replacement class at a certain day and hour. The class discusses such matters as employment problems, how to apply for a job, how to win promotion, how to use leisure time. Industrial visits are arranged, and the boys have the use of the swimming pool at the Boys' Club.

Visit parents of absentees and of children whose work is unsatisfactory; have knowledge of pupil's home and surroundings; hold conferences with parents after special reports are made to them; strive to secure a fine cooperation with the home in developing a satisfactory attitude on the part of the child. Give special attention to personal health of each child.

8. Diagnosing reading difficulties of individual pupils and giving remedial treatment

Improving reading ability of every pupil beginning in the first grade; encouraging good reading habits; reading with attention to details; training pupils to comprehend what they read; putting more emphasis on rapid silent reading; providing more easy reading that the child may give his attention to the contents and meaning of the story, rather than to the words, and thus form the habit of thinking while he reads; introducing wide range of recreational reading to arouse new interests; and securing careful attention to and feeling of responsibility for vocabulary building in content subjects.

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are they regarded as charity,--they are a civic investment.

Registration Class:

Rhode Island has not yet a continuation school law.
Formerly, after a child had been issued an employment certificate
he was practically free from school supervision. Now, however,
a record is kept of each certificate as it is received from an
employer at the termination of a child's employment. Each child
receives notice that he or she is to report at the registration
class at a certain day and hour. The class discusses such
matters as employment problems, how to apply for a job, how to
win promotion, how to use leisure time. Industrial visits are
arranged, and the boys have the use of the swimming pool at the
Boys' Club.

Administration and Supervision play important parts in adjusting the school work to the pupil, but the real work must be done by the classroom teacher. The following means are suggested by the Ninth Yearbook:

1. Using achievement and diagnostic tests followed up by special help and remedial work--test for deficiencies and diagnose pupil difficulties in each subject.
2. Giving individual attention to pupil needs and interests
Teachers sufficiently interested to learn to know pupils as individuals, to show sympathetic understanding, and to give individual help during class periods and in personal conferences.
3. Grouping according to ability, providing differentiated courses of study, and applying teaching methods suitable to each ability level.
4. Keeping work within the grasp of the pupil
Study individual needs and then formulate units of instruction in the light of them; give pupils of low ability simple assignments; develop units of work that will tax the powers of superior pupils--reorganize the course of study.
5. Learning about pupils' home conditions and securing cooperation of parents
Visit parents of absentees and of children whose work is unsatisfactory; have knowledge of pupil's home and an understanding of home difficulties and personal ambitions; hold conferences with parents after special reports are made to them; strive to secure a fine cooperation with the home in developing a satisfactory attitude on the part of the child. Give special attention to personal health of each child.
6. Diagnosing reading difficulties of individual pupils and giving remedial treatment
Improving reading ability of every pupil beginning in the first grade; encouraging good reading habits; reading with attention to details; training pupils to comprehend what they read; putting more emphasis on rapid silent reading; providing more easy reading that the child may give his attention to the contents and meaning of the story, rather than to the words, and thus form the habit of thinking while he reads; introducing wide range of recreatory reading to arouse new interests; and securing careful attention to and feeling of responsibility for vocabulary building in content subjects.

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7. Creating an esprit de corps
 Maintaining high morale; developing enthusiasm for subject by teacher; arousing sufficient interest in each subject to carry the pupil over the necessary mechanics of the subject; encouraging close concentration through securing the interest and effort of the child in successfully completing the work required; judicious use of praise rather than reprimand; sufficient freedom in work to satisfy the interests of children and to use these interests to motivate the school activities; capitalize success in certain lines as a motive for achievement of attainable immediate goals in others; and appeal to pride and ambition of pupil.
8. Improving teaching methods
 Give more thought to the preparation of the daily lesson plan; make liberal use of teaching plans and devices; vary method of attack; use project method; develop socialized recitation; create a problem situation as a technic of lesson assignment; use laboratory type of class procedure; differentiate methods for slow pupils; and adjust manner of thinking to the thought capacity of the child.
9. Providing thorough, purposeful and motivated drill for accuracy
 See that the class and the individual student have drill exercises suited to their needs; give more time and attention to a few subjects; drill for thought getting; teach all subjects with the idea of Mastery of minimum requirements in mind.
10. Teaching pupils how to study and how to organize their work
 Develop good study habits; teach children what mastery means through right study habits in school; develop general aids for studying and methods of attack which apply to particular subjects such as spelling, social studies, and geometry. Supervised study--make recitation a helping period instead of a hearing period.
11. Improving health of children
 Have health inspection each morning; refer cases of illness to doctor or nurse; see that physical handicaps are diagnosed and corrected; emphasize necessity of health habits; give attention to physical comfort in classrooms--adjustable seats, proper lighting, correct temperature, and fresh air.

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 of illness to doctor or nurse; see that physical
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12. Giving individual instruction
Individual instruction particularly in tool subjects and, according to one superintendent of schools, "At determined points of difficulties keeping a record of these points encountered, and laying special emphasis on them during the following year."
13. Securing better school attendance
Make effort to reduce absence; careful check-up of all pupil absences; parents promptly notified of child's absence; more attention to pupil's work after absence.
14. Improving one's professional training while in service
Through summer school attendance, extension courses, and professional reading, secure better professional equipment.
15. Applying flexible promotion standards
Develop a democratic promotion scheme, for example; Base promotion on pupil's attainment as compared with his ability; provide extra promotion for superior pupils; put less stress on arbitrary grade standards and more stress on individual growth.
16. Arranging periods for special help for pupils
17. Having pupils keep their individual records of achievement
Individual and class graphs of achievement kept by pupils under supervision of teachers serve as a means of encouragement and stimulus.
18. Working for a definite aim--specific objectives
More definite objectives on the part of both teacher and pupils; definite standards of attainment should be set up, so that pupils may realize the full years' requirements. One superintendent of schools recommends daily, weekly, and monthly objectives.
19. Taking special care in making lesson assignments clear.
20. Providing a working atmosphere in the classroom--this will include suitable teaching equipment, supplies, and supplementary reading.
21. Dividing large classes into small groups
If large classes are necessary, there can be smaller groups arranged within each class.
22. Providing expert guidance for pupils
This will include proper direction in choice of subject matter.

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23. Developing a child-centered activity program, arranging for a greater pupil participation
In this program the teacher's chief interest is in developing pupil's abilities, rather than in teaching subjects.
24. Seeing that practical textbooks suited to the pupil's interest and vocabulary are provided.
25. Giving immediate attention to low grades
Diagnosing difficulties at times when best results for improvement can be brought about; checking on all failures at the end of each report period and not waiting until the end of the term; One superintendent of schools reports that each teacher in his school system makes a weekly report to his principal, indicating names of pupils who are failing to do standard work, what he thinks are the reasons for each pupil's failure, together with a statement of what steps he has taken or proposes to take to help the pupil remedy his failure. Another superintendent of schools reports that all his teachers make mid-semester reports on pupil failures to their principals, who notify the parents of the pupils concerned.
26. Developing self-confidence in pupils and encouraging them to assume responsibility for their own success.
27. Requiring home study
Suggesting proper methods of home study through bulletins to parents; getting parents to take more interest in having pupils do home reading. In extreme cases, require home study and daily report plan.
28. Promoting rivalry among classes.
29. Suggesting vacation school to potential failures.
30. Holding pupils back who are unprepared
Hold pupils back in primary grades unless sure they are really ready for promotion; hold back all pupils who are on the border line of failures.
31. Assuming a definite responsibility for pupil failures.
32. Using visual aids.
33. Integrating subject matter and correlating subjects.
34. Using brighter pupils to help the slower ones.
35. Giving pupils share in setting up aims
See that each child is given a task, a plan, and freedom of his own choosing.

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31. Developing self-responsibility in pupils and encouraging them to assume responsibility for their own success.

32. Reading home study. Suggesting proper methods of home study through bulletins to parents; getting parents to take more interest in having pupils do home reading. In extreme cases, require home study and daily report plan.

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36. Tutoring outside of school.
37. Helping pupils to eliminate speech defects or language difficulties.
38. Giving slow pupils more time.
39. Making trial promotions.
40. Developing proper system of marking.
41. Referring difficult cases to psychiatrist for clinical treatment.
42. Making work as concrete as possible.
43. Teaching pupils to reason
 Start reasoning process to functioning earlier.
 Stop the memorizing plan of learning.
44. Applying knowledge of laws of learning.
45. Holding pupils responsible for work assigned.
46. Administering preliminary tests, before pupil elects subject.
47. Assuming scientific attitude in solving difficulties of pupils.
48. Bringing into play the influence of class opinion in controlling the individual pupil.
49. Finding something that each child can do fairly well and using that as his medium of expression through difficulties.
50. Enriching vocabulary of foreign child. (1)

In a study made by Jansen of 220 cities which reported on provision for gifted children, 54 provided by promotion or enrichment, 45 by speed classes, 43 by promotion by subjects (homogeneous grouping), 31 by X Y Z classes and 47 reported no provision.

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By a basis for classification is meant those measurements and devices employed in sectioning pupils for the purpose of class instruction. In view of the many factors enumerated in the reports from the field, they were classified under these six heads:

1. School marks or previous school records
2. Curriculum selected
3. I.Q. as the important factor
4. Ability groups classified on basis of intelligence, achievement, and teachers' judgment
5. Other combination--of such factors as school marks, intelligence, achievement, chronological age, and social age
6. No plan

Who is responsible for directing pupils in their choice of courses and curriculums?

Replies from 838 high schools show that in 216 schools the principal is responsible. This is particularly true in the smaller high schools. In 114 high schools pupils are advised by faculty committees. 28 high schools report official counselors; 37, deans; and 1, a visiting teacher who does the major portion of the work. Reports show that a large number of high schools consult with parents of pupils in the selection of courses and curriculums to be pursued. (1)

Note 1.--Ninth Yearbook, Department Superintendence. P. 64

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PART V

SUGGESTIONS FOR DECREASING RETARDATION AND MALADJUSTMENT
THROUGH SUPERVISION AND ADMINISTRATION
FROM PREVIOUS INVESTIGATIONS

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RECEIVED OF THE OFFICE OF THE SECRETARY OF THE ARMY
FOR THE PAYMENT OF THE DEBT OF THE UNITED STATES
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SUPERVISION

Guidance implies supervision. The following summary from the Ninth Yearbook, Department of Superintendence on "How Supervision can help to put Promotions on a better Articulated Basis" gives the opinions of a group of 55 selected supervisors who were questioned. 96 per cent report that they find different standards of promotion not only in different schools in the same school system, but also in the same school.

In answer to the question: "What means have you found to be the most successful in bringing about a greater unity of purpose and wider application of acceptable principles relative to pupil promotion, with a view to remedying the situation?"

These supervisors reported the use of the following means:

They are arranged according to frequency of mention.

1. Use of standardized tests to supplement teacher judgment, followed up with remedial work where needed.
2. Group teachers' meetings, grade meetings, departmental meetings, and building meetings dealing specifically with standards of promotion, factors that should be considered in making promotion, and means of deciding individual cases.
3. Discussion of individual cases with teachers concerned, and solution of problems by application of acceptable principles.
4. Study of pupils through individual case histories--presentation of evidence of the wide range of abilities and backgrounds among pupils. In the light of these wide ranges, discuss how far the same accomplishment can be expected of all pupils.
5. Cooperative course-of-study building--setting up minimum, average, and maximum requirements as well as provision for individual differences. Teaching subject matter out of the lives of children, their interests and activities.
 Informal testing on course of study, with results, compiled for school system and by school buildings, and discussed in individual buildings with supervisor.

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6. Attention to age-grade conditions. Conferences for a discussion of the results of retardation. Discussion of the effects of non-promotion on the emotional life of the child.
7. Critical evaluation of subject-matter requirements in connection with "high spots" of failure.
8. Carefully planned intervisitations require every teacher to be familiar with the work of grade preceding as well as following his own grade. Occasionally shifting assignments of teacher so that he has experience in the grades below as well as with the grades above his regular work.
9. A collection of definite evidences of the need for studying the situation of pupil promotion and failure. According to one supervisor, "often times teacher, principal, and supervisors have no very clear idea of the extent of pupil failure, and amount of retardation."

These remedies were suggested by three supervisors:

- a. Analyze promotion reports to diagnose difficulties and to determine remedial measures for the child, the class, the school, and the system.
- b. Follow up pupils from year to year to see if standards are high enough to insure future success.
- c. Study records of pupil's progress to determine which teachers seem to have standards out of harmony with group analysis of reasons.
10. Development of a common conception of grading.
11. Exhibits in supervisor's office of school work acceptable in various buildings showing the wide range.
12. Teacher participation in defining objectives and goals for each stage of advancement, and in studying and experimenting in classroom activities and teaching suggestions for reaching the goals defined for each grade.
13. Study on the part of the school psychologist of pupils who have been unsuccessful in their work--also a study of those who are recommended for making an additional grade.
14. The positive provision for problem cases without interference with regular classroom procedure.

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15. Visitation by supervisors to determine class progress in cases of new or weak teachers.
One supervisor writes: "This is largely done by principals, but the supervisor's time is so used in inverse proportion to the principal's ability."
16. Rectifying mistakes--reclassification of pupils wrongly placed tends to make teachers conscious of their errors and to improve future judgments.
17. Discussion of educational guidance in group meetings.
18. Group meetings in which topics such as the following are discussed.
 - a. Minimum requirements for each unit.
 - b. Physical, mental, and social characteristics of pupils at different grade levels.
 - c. Individual differences and how to meet them.
 - d. Habit formation.
 - e. Home cooperation--how to secure it.
 - f. Development, interpretation, and use of pupil's cumulative case history.

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IN WHAT WAYS CAN ADEQUATE SUPERVISION BRING ABOUT BETTER ARTICULATION OF THE UNITS OF AMERICAN EDUCATION?

This question was also put to the selected group of 55 supervisors. Their responses showed that many of them were awake to the problems of inarticulation and that, in their judgment, the first requisite to a solution was an honest recognition of these problems and a determination on the part of both teachers and supervisors to correct them. The definite relation of supervision to articulation was expressed by supervisors in statements such as these:

It is a primary function of supervision to coordinate, integrate, and weld together the separate elements of an educational program into a functioning whole. Upon supervision rests the responsibility of keeping the teacher alert to the fact that each administrative unit is only a part of a unified school system. Supervisors must think and plan in terms of the whole education of the child, rather than in terms of certain subject-matter outlines to be covered in certain grades.

Adequate supervision implies a definitely organized program: (1) within each unit of the school system, and (2) between the different units of the system; supervisors should have a broad view of the entire field of education, hence they should think in terms of the whole rather than a segment.

These are among the ways and means by which supervisors themselves suggest that adequate supervision can bring about better articulation of the units of American education:

1. By developing a better and clearer understanding of the educational philosophy which is to govern the whole process of education rather than a series of philosophies governing each administrative unit.
 A philosophy of better articulation is also needed and a desire for it in the hearts and minds of all those directly concerned with the education of children.
2. By definitely planning a program for the whole school system from the kindergarten through the highest grade, in order to avoid breaks and over-lapping.
 There should be a clear understanding of the proper relationship of each administrative unit to the other, and no gaps in between. There is need for a clearer and more careful definition of education throughout the school system as a whole, and of carefully pointing out the definite contribution each training in supervision on the part of the superintendent of schools, as well as on the part of supervisors and principals. All those concerned with supervisory activities need as part of their training a basic educational philosophy, as general conception of

IN THE FIELD OF SUPERVISORY SERVICE

DEFINITION OF THE UNIT OF SUPERVISORY SERVICE

This question was also put to the selected group of 35 supervisors. Their responses showed that many of them were aware of the problem of supervision and that, in their judgment, the first requisite to a solution was an honest recognition of these problems and a determination on the part of both teachers and supervisors to correct them. The definition of supervision as articulated was expressed by supervisors in statements such as these:

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Advisory supervision implies a definitely organized program: (1) within each unit of the school system; and (2) between the different units of the system; supervisors should have a broad view of the entire field of education, hence they should think in terms of the whole rather than a segment.

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an entire school system from kindergarten through grade twelve at least, a knowledge of child growth and behavior, and training in diagnosing and remedying learning difficulties. A supervisor so trained is able to show a teacher of a particular grade by the definite tests what children have done in a preceding grade and what is required of them in the succeeding grade.

3. By organizing programs of coordinate supervision. Plans for supervision should be a coordinate program, not one in which each supervisor works alone in his special field or department. One supervisor describes the present situation as follows:

The work of departmental supervisors is, in most school systems, a group of separate unrelated units; whereas they should be so closely in touch with one another that the work of each supervisor would be an integral part of the whole school program as presented to the child.

This coordination could be attained by providing a head supervisor, trained for such work, who could unite the group. An assistant superintendent has sometimes been selected for the work, but too often his training has been inadequate to meet a situation where a "working" knowledge of music, art, primary and grammar school methods of teaching, and high school and college requirements was needed.

Another supervisor writes:

The superintendent in his capacity as a supervisor should organize and direct group meetings in which all supervisors and directors of instruction would get together frequently to discuss policies and means of working them out in such a way that the entire school system may be thought of as a whole and not as a collection of different departments. By bringing together officers from different units to discuss articulation problems, a common understanding would be developed.

4. By working toward a unification of the work between the various parts of the school system, i.e., kindergarten and primary, elementary and junior high school, and junior high and senior high school--such unification to be brought about by all-supervisory conferences and inter-visitation of teachers and principals in the units immediately above and below them.
5. By developing courses of study representing cooperative efforts of teachers and principals from different units. These should unify the work and at the same time provide for individual differences.

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not only discuss frequently to discuss policies and means
of working them out in such a way that the entire
school system may be thought of as a whole and not as
a collection of different departments. By bringing
teacher officers from different units to discuss
instructional problems, a common understanding would
be developed.

4. By working toward a unification of the work between the
various parts of the school system, i.e., kindergarten and
primary, elementary and junior high school, and junior
high and senior high school--such unification to be
brought about by all-supervisory conferences and inter-
visitation of teachers and principals in the units
immediately above and below them.

5. By developing courses of study emphasizing cooperative
efforts of teachers and principals from different units.
These should unify the work and at the same time provide
for individual differences.
A curriculum based on the needs, interests, and

abilities of particular children in a particular setting will do much to insure maximum growth for children concerned.

Committees of teachers and principals from elementary school, junior high school, and senior high school working together should develop courses, so that each unit prepares for the next higher unit.

6. By seeing that a cumulative case record is sent with each pupil when he goes to the next higher grade or unit. This provides that every teacher each year knows something of his pupil's ability, achievements, characteristics, and physical conditions. In addition to seeing that these case records are kept and passed on from unit to unit, the supervisor frequently aids in their interpretation.
7. By demanding better trained teachers. According to one supervisor, "as long as we have the traditional type of supervisors whose chief emphasis is on isolated units of subject matter we will have the traditional school program with the day's work broken up into kaleidoscopic fragments."

Another supervisor writes:

Teacher training should be better and more comprehensive. For example, kindergarten teachers should at least be trained for primary work; better still, they should have some acquaintance with the aims, purposes, and methods of the whole elementary school. High school teachers should not feel it beneath their dignity to know the work of the grades. In other words, teachers should be trained so that they see in a more comprehensive way the whole process of education.

8. By providing teachers with in-service study classes based on principles, theories, and objectives common to the various units and their differences in objectives, purposes and procedure.
9. By collecting evidence of poor articulation. This can be done by conferences, tests of various kinds, by a detailed survey of the field, by charting and graphing results. After the causes of poor articulation has been decided upon, a plan of attack could be outlined and remedial measures applied. To be effective, these would have to be worked out in a cooperative way. The judgment of teachers, the opinions of administrators, the findings of scientific investigations, and other sources of help should be sought.
10. By using a supervisory technic based upon a single set of principles agreed upon by the entire local supervisory group.

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subject will be much to insure maximum growth for
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Consideration of teachers and principals from elementary
school, junior high school, and senior high school
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By seeing that a cumulative course record is kept with each
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addition to seeing that these case records are kept
and passed on from unit to unit, the supervisor
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By combining better trained teachers.
According to one supervisor, "as long as we have
the traditional type of supervisors whose chief
emphasis is on isolated units of subject matter
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By providing teachers with in-service study of course based
on principles, theories, and objectives common to the
various units and their differences in objectives, purposes
and procedure.

By collecting evidence of poor achievement.
This can be done by conferences, tests of various
kinds, by a detailed survey of the field, by character
in, and making tentative. After the survey of poor
achievement, new data should be secured, a plan of action
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cooperative way. The judgment of teachers, the
opinions of administrators, the findings of
scientific investigation, and other sources of
help should be sought.

By using a supervisory technique based upon a study of
principles agreed upon by the entire local supervisory group.

11. By developing with teachers an overview of the entire school program--in group conference discussing the problem of continuity of work from the skills side as well as from the child's point of view.

Teachers should entertain clearer ideas of what articulation means and of its desirability as a goal. The problems of articulation that usually concern classroom teachers most are problems of promoting, grouping, individual instruction, and recording and reporting each pupil's continuous development. In order that teachers may govern their practice in these matters by the larger considerations they need supervisory help.

12. By giving to each teacher for comparison a report of all classes in the school system on the same units of work as taught in his class.

Educational measurements scientifically used and the results intelligently applied will show a child's growth at various levels.

13. By encouraging less rigid classification, brought about by grading systems.

This includes variation in assignment and requirement. For the capable group, the course of study may be enriched and thoroughly mastered. Less exacting standards and a simplified course of study may be arranged for the slow pupil.

14. By arranging (a) exchange of classroom visits between the various units, and (b) exchange of teachers between the various units.

The above 14 recommendations summarized the best judgments of 55 selected supervisors as to how adequate supervision can bring about better articulation of the units of American education. (1)

There would doubtless be fewer pupils retarded if teachers could be more uniform in marks given to pupils. For improving teachers' marks, Professor C. E. Ferris, of Cornell University, thinks the principal could call a meeting of the teachers of each department, and then of all subjects to discuss a standard for each

Note 1.--Educational Administration and Supervision, Sept. 1928, Page, 18, E. S. Colur.

11. By developing with teachers an overview of the entire school program--in group conference discussing the problem of consistency of work from the child's side as well as from the adult's point of view.

Teachers should maintain a clear focus of what the child's needs are and of the development of a goal. The problem of individualization is usually a complex classroom problem and not a problem of individual, group, or individual instruction, and remedial and reporting work must be consistent with the child's development. In order that teachers may have their practice in these matters in the larger considerations they need supervisory help.

12. By giving to each teacher for comparison a report of all children in the school system on the same basis of work as taught in his class. Educational measurement is a relatively new and the results intelligently applied will show a child's growth at various levels.

13. By encouraging less rigid classification, groupings about by reading systems. This includes variation in assignment and treatment. For the same group, the course of study may be enriched and thoroughly mastered. Less exacting standards and a simplified course of study may be arranged for the slow pupil.

14. By arranging (a) exchange of classroom visits between the various units, and (b) exchange of teachers between the various units.

The above 14 recommendations summarized the best judgments

of 25 selected supervisors as to how adequate supervision can

bring about better utilization of the units of American education.

There could be further be fewer pupils retarded in teachers

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Note 1.--Educational Administration and Supervision, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 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3573, 3574, 3575, 3576, 3577, 3578, 3579, 3580, 3581, 3582, 3583, 3584, 3585, 3586, 3587, 3588, 3589, 3590, 3591, 3592, 3593, 3594, 3595, 3596, 3597, 3598, 3599, 3600, 3601, 3602, 3603, 3604, 3605, 3606, 3607, 3608, 3609, 3610, 3611, 3612, 3613, 3614, 3615, 3616, 3617, 3618, 3619, 3620, 3621, 3622, 3623, 3624, 3625, 3626, 3627, 3628, 3629, 3630, 3631, 3632, 3633, 3634, 3635, 3636, 3637, 3638, 3639, 3640, 3641, 3642, 3643, 3644, 3645, 3646, 3647, 3648, 3649, 3650, 3651, 3652, 3653, 3654, 3655, 3656, 3657, 3658, 3659, 3660, 3661, 3662, 3663, 3664, 3665, 3666, 3667, 3668, 3669, 3670, 3671, 3672, 3673, 3674, 3675, 3676, 3677, 3678, 3679, 3680, 3681, 3682, 3683, 3684, 3685, 3686, 3687, 3688, 3689, 3690, 3691, 3692, 3693, 3694, 3695, 3696, 3697, 3698, 3699, 3700, 3701, 3702, 3703, 3704, 3705, 3706, 3707, 3708, 3709, 3710, 3711, 3712, 3713, 3714, 3715, 3716, 3717, 3718, 3719, 3720, 3721, 3722, 3723, 3724, 3725, 3726, 3727, 3728, 3729, 3730, 3731, 3732, 3733, 3734, 3735, 3736, 3737, 3738, 3739, 3740, 3741, 3742, 3743, 3744, 3745, 3746, 3747, 3748, 3749, 3750, 3751, 3752, 3753, 3754, 3755, 3756, 3757, 3758, 3759, 3760, 3761, 3762, 3763, 3764, 3765, 3766, 3767, 3768, 3769, 3770, 3771, 3772, 3773, 3774, 3775, 3776, 3777, 3778, 3779, 3780, 3781, 3782, 3783, 3784, 3785, 3786, 3787, 3788, 3789, 3790, 3791, 3792, 3793, 3794, 3795, 3796, 3797, 3798, 3799, 3800, 3801, 3802, 3803, 3804, 3805, 3806, 3807, 3808, 3809, 3810, 3811, 3812, 3813, 3814, 3815, 3816, 3817, 3818, 3819, 3820, 3821, 3822, 3823, 3824, 3825, 3826, 3827, 3828, 3829, 3830, 3831, 3832, 3833, 3834, 3835, 3836, 3837

grade in each subject. Let teachers in each department cooperate in arranging examination questions and value of each. See that the questions require definite answers. Let the teachers of each department correct each paper in that department and find the median of the marks. This could be done in a small school but is not practical where there are many pupils and many teachers in a department unless the teachers organize in groups of four or five for computing the median. This would tend to control the lack of uniformity and make sure that the teachers are giving careful attention to the forms of questions. Having them approved by the principal before they are given to the class is highly desirable.

In order to avoid the factor of nervousness and confusion one may have frequent written lessons or preliminary examinations that will familiarize the pupils with the experience of having a quantity of written work to be done in a given time. Let the average marks be given instead of the final unless the first marks were very poor and the pupil shows constant improvement, then place little value on the first preliminaires. If the school's system requires formal written examinations at regular intervals do not place too much value on the mark. Consider it in connection with the intervening written lessons and daily marks.

Test and examination papers are of value in stimulating the pupils to review as preparation. With large classes and many pupils it is difficult for the teacher to judge the pupil's true ability from day to day in class work. Written tests will help to place him in the proper grade.

It seems that the best that can be done with written examinations is not very satisfactory. However, we must have some standard by which to measure grades.

grade in each subject. But teachers in each department cooperate in arranging examination questions and value of each. The first the students receive definite answers. But the teachers of each department correct each paper in their department and find the system of the marks. This would be done in a small school but is not practical where there are many pupils and many teachers in a department unless the teachers organize in groups of four or five for computing the median. This would tend to control the lack of uniformity and make sure that the teachers are giving careful attention to the forms of questions. Having them approved by the principal before they are given to the class is highly desirable.

In order to avoid the factor of nervousness and confusion one may have frequent written lessons or preliminary examinations that will familiarize the pupils with the experience of having a quantity of written work to be done in a given time. Let the average marks be given instead of the final unless the first marks were very poor and the pupil shows constant improvement. Then place little value on the first examinations. If the schools do not place too much value on the work. Consider it in connection with the intervening written lessons and daily marks. Test and examination papers are of value in stimulating the pupils to review as preparation. With large classes and many pupils it is difficult for the teacher to judge the pupil's true ability from day to day in class work. Written tests will help to place him in the proper grade.

It seems that the best that can be done with written examinations is not very satisfactory. However, we must have some standard by which to measure progress.

A principal must encourage his teachers to use the common sense factor in estimating the pupil's work.

It is better to render grades in letter form allowing a variation of several points. A plan of marking where the two grades satisfactory or unsatisfactory are used could be introduced. This would do away with discrimination between pupils which is quite discouraging to some. (1)

In an investigation reported in the Ninth Yearbook of attempts to determine means for reducing pupil failure through changes in educational policy and administrative reorganization, the following plans were suggested:

1. "Organizing homogeneous grouping"
Division into groups according to ability (the basis for classification should include other factors than intelligence), with flexible regulations which will permit transfer when achievement or lack of achievement justifies.
2. "Differentiation of curriculums and courses of study to fit pupils of different levels of ability"
Better organized and graded courses of study which more nearly meet present day life needs and are adjusted to the needs of children. Rich and flexible curriculum adapted to all types of children. Minimum and maximum requirements in quantity as well as quality of work for each grade level. Reorganization of material to provide greater inherent interest.
3. "Applying rational promotional practices"
Remove artificial barriers for promotion; promote child at any time during the term when his rate of growth and development shows that he is ready; promote child on basis of what is best for him individually; keep each pupil doing the best he can rather than establish a common hurdle for all; develop policy of promotion in which "failure" is not a means for stimulation to better work, but a result of poor adaptation.
4. "Providing special classes."

Note 1.--Professor C. E. Ferris, Cornell University, Ithaca, New York. Personal Letter.

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4. "Providing special classes."

Special classes for children physically handicapped; low I.Q.; backward or atypical; new entrants; exceptionally bright; with special talents; over age maladjusted; with foreign language difficulty; weak in a particular subject; and with a special vocational interest.

5. Employing better teachers
Selection of higher powered teachers who are more experienced and better trained, and through inservice training keeping them up to a high grade of efficiency.
6. Using standardized tests
A definite testing program, including mental test, accomplishment tests, diagnostic tests, and prognostic tests.
7. Adapting the schools to meet individual needs of pupils
Provision for individual differences, including individual attention and in some cases individual instruction.
8. Reducing size of classes
Smaller classes with provision for individual contacts between pupil and teacher.

One superintendent of schools suggested increasing the number of pupils per teacher in some subjects and reducing the number in other subjects; another suggested smaller groups beginning in first grade; another, smaller classes for those of limited ability; and many asked for a general reduction in pupil-teacher load.
9. Developing a consistent program of child guidance or counseling
An adequate plan of school counseling--educational, health, social, and vocational guidance--in both the junior and senior high schools under the direction in each building of one or more specially trained school counselors.
10. Providing helping or coaching teachers
Assignment of extra teachers to each school to instruct slow children individually or in groups. Special teachers well trained and fitted temperamentally.
11. Providing an accurate supervisory program
Definite intelligent supervision, which improves teachers in service, encourages study of pupils, and results in creative teaching. More unified supervision, including research, diagnosis, and follow up.
12. Securing better motivation through project teaching, enriched materials, and pupil activity programs
13. Carrying out a vigorous health program
Health program designed to discover and remedy, as far

as possible, physical conditions which interfere with school progress--better physical environment, health service which will exclude pupils with contagious diseases including colds, physical examination of all pupils, corrective physical training, and health courses designed to develop good health habits and proper attitudes and ideals and knowledge towards health.

14. Providing better equipment
Buildings, equipment, and materials of instruction suitable to program of studies and varied needs of pupils, adequate library and laboratory facilities and teaching aids.
15. Introducing departmental instruction
Some superintendents of schools urged that departmental work be introduced as low as the third grade, others that it be introduced in grades 4-6 and some did not want it until the sixth grade or above.
16. Administering a well balanced program of extra curriculum activities
Increased pupil's interests through music, art, dramatics, and athletics; proved adequate supervision of extra curriculum activities.
17. Organizing the schools on supervised study plan
18. Establishing closer contacts with parents
19. Introducing new methods of organization and teaching
20. Employing visiting teachers
21. Lengthening the school day or the school year
A longer school day which permits the inclusion of many worthwhile and interesting activities; a school day long enough to complete all work in classrooms, thus eliminating home work; longer school term.
22. Admitting pupils to first grade only when they are mature enough to do first grade work
Admission to first grade only to those apparently ready to progress, regardless of age, but with sub-primary provisions for those not ready.
23. Setting up definite educational aims
While some superintendents of schools argued for a clear cut definition of objectives expressed in measurable terms, others urged that there be less concern over mastery of skills and technic and more emphasis put on attitudes and ideals learning.
24. Revising marking system

as possible, physical conditions which interfere with school progress--better physical environment, health services which will exclude pupils with contagious diseases including colds, physical examination of all pupils, corrective physical training and health courses designed to develop good health habits and proper attitudes and ideals and knowledge towards health.

14. Providing better equipment, buildings, equipment, and materials of instruction suitable to proper of studies and various needs of pupils, adequate library and laboratory facilities and teaching aids.

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16. Administering a well balanced program of extra-curricular activities. Increased pupil's interest through music, art, dramatics, and athletics; provide adequate supervision of extra-curricular activities.

17. Organizing the schools on supervised study plan.

18. Establishing closer contacts with parents.

19. Introducing new methods of organization and teaching.

20. Employing visiting teachers.

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23. Setting up definite educational aims. While some superintendents of schools argued for a clear cut definition of objectives expressed in measurable terms, others urged that there be less emphasis over mastery of skills and facts and more emphasis put on attitudes and ideals learning.

24. Revising existing system.

Insistence that teachers have a clear notion of what rating or marking really means; marking and report system which emphasized citizenship qualities; requiring different standards of pupils of different levels of ability--several superintendents of schools eliminate grades of report cards, giving instead a statement as to whether or not the pupil's work is satisfactory, i.e., whether he is doing his best.

25. Improving faculty meetings and faculty relationships
Less formalism in faculty relationships--securing the understanding and cooperation of teachers through the committee work and study of common problems; regular teacher's meeting for organized study of pupils' needs, prevention of pupil failures and discussion of individual cases.
26. Offering more elective subjects
27. Providing parallel curriculums
28. Enforcing attendance laws more strictly
29. Supplying more carefully selected textbooks
30. Providing summer classes
31. Organizing larger administrative units, consolidation of small schools
32. Making child growth and development the chief objective of education
33. Maintaining a better system of records, less dependence on memory, careful cumulative records
34. Encouraging teachers to pursue professional courses while in service, which will react on the work of the classroom
35. Requiring fewer subjects, providing a lighter course of study
36. Improving conditions for the teaching personnel
Better salary schedules, partial salary during sabbatical leave, adequate retirement system, and financial recognition of professional growth
37. Publication of school bulletins or use of some other definite method of enlightening the teaching corps regarding definite policies or methods
38. Providing psychological clinic for study and treatment of maladjusted pupils
39. Building up a better morale among the whole teaching body

Teachers who have a clear notion of what they are doing, and who are not afraid to try new things, are the ones who are most successful. They are the ones who are most likely to be successful in their work. They are the ones who are most likely to be successful in their work. They are the ones who are most likely to be successful in their work.

- 25. Improving faculty meetings and faculty relationships. This includes in faculty relationships--improving the understanding and cooperation of teachers through the committee work and study of common problems; regular faculty meetings for organized study of pupils' needs, prevention of pupil failures and discussion of individual cases.
- 26. Offering more elective subjects
- 27. Providing partial vacations
- 28. Encouraging attendance less more strictly
- 29. Supplying more carefully selected textbooks
- 30. Providing summer classes
- 31. Encouraging better administrative habits, communication of small schools
- 32. Making child growth and development the chief objective of education
- 33. Maintaining a better system of records, less dependence on memory, careful cumulative records
- 34. Encouraging teachers to pursue professional courses while in service, which will result in the work of the classroom
- 35. Requiring fewer subjects, providing a lighter course of study
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- 37. Publication of school bulletins or use of some other definite method of enlightening the teaching force regarding definite policies or methods
- 38. Providing psychological clinics for study and treatment of maladjusted pupils
- 39. Building up a better morale among the whole teaching body

40. Analyzing causes of pupil failure throughout the school system
41. Exercising great care in placing pupils
Careful placement of late entrants and out-of-town entrants; right placement in early grades; grade placement of basis of social and physical, as well as mental, development.
42. Revising present time allotments in local courses of study
43. Introducing "home room" organization in junior and senior high school
44. Supplying aids for visual instruction
45. Carrying out cycle organization where teacher stays with the same group for several years
46. Separating the sexes in certain branches or throughout the secondary school period
47. Insisting on more home study
48. Organizing a demonstration school
49. Bringing about a closer articulation of the various administrative units." (1)

Note 1.--Ninth Yearbook, Department Superintendence, Means
for Reducing Pupil Failure

AN INVESTIGATION OF THE CAUSES OF RETARDATION IN EVERETT,
 MASSACHUSETTS, FOR THE YEAR
 1929-1930

Fifteen principals and 125 teachers of Everett,
 Massachusetts, were asked to give their opinions as to the
 causes of pupils being required to repeat the year's
 work, 1929-1930.

Table I shows the questionnaires submitted and a summary of
 reasons given.

PART VI

AN INVESTIGATION OF THE CAUSES OF RETARDATION AND
 MALADJUSTMENT IN EVERETT, MASSACHUSETTS, FOR THE SCHOOL
 YEAR 1929-1930

PART VI

AN INVESTIGATION OF THE CAUSES OF EXTINCTION AND
 REINTRODUCTION IN BIRCH, MASSACHUSETTS, FOR THE WOOD
 YEAR 1928-1930

AN INVESTIGATION OF THE CAUSES OF RETARDATION IN EVERETT,
MASSACHUSETTS, FOR THE YEAR

1929--1930

Fifteen principals and 325 teachers of Everett, Massachusetts, were asked to give their opinions as to the causes of pupils being required to repeat the year's work, 1929--1930

Table I shows the questionnaire submitted and a summary of reasons given.

1. Lack of attendance-----	12
2. Learning disabilities going on-----	13
3. Lack of guidance-----	29
4. School day too short-----	
5. Lack of supervised study-----	
6. Discipline too formal-----	
7. Discipline too informal-----	
8. Classes too large-----	10
9. Inexperienced teachers-----	
10. Poor teaching-----	
11. Lack of equipment-----	
12. Lack of uniformity of course of study-----	
13. Standard of achievement too high-----	
14. Text book not adapted to individual differences-----	
15. Double promotions-----	2
16. Unsympathetic teachers-----	
17. Incorrect grouping of pupils-----	25
18. Work of course too intensive for average mind-----	
19. School does not offer opportunities for life experiences-----	
20. Nature of work too abstract-----	
21. No course adapted to the needs of the pupils-----	40
22. Required work does not follow the development of spontaneous interests of the child-----	
23. Problem cases not carefully diagnosed-----	
24. Unsympathetic the repetition of the child-----	1
25. Little provision made for social contacts-----	
26. Little provision for individual differences-----	
27. Transiency of turnover-----	
28. Subject difficulties-----	

II. HEALTH CONDITIONS

Social

1. Parasitic tendencies-----	3
2. Anti-social tendencies-----	
3. Inebriates-----	

AN INVESTIGATION OF THE CAUSES OF RETARDATION IN YOUNG

MASSACHUSETTS, FOR THE YEAR

1929-1930

Fifteen principals and 250 teachers of Everett,
Massachusetts, were asked to give their opinions as to the
causes of pupils being retarded in report the year's
work, 1929-1930

Table I shows the questions submitted and a summary of
responses given.

Everett, Massachusetts

-----School Enrollment---8104-----
 1-XII Grade No. pupils retarded--714----Year---1929-1930-----

If more than one of the reasons listed below has caused a child to repeat, check the one most salient factor.

A pupil is considered retarded if he is incapable of performing the tasks required of the majority of pupils of corresponding chronological age.

Per cent of Retardation 9

CAUSES

No. of pupils as of
June, 1930

1. ADMINISTRATIVE

a. Transfer from school to school	
b. Double schools; half day sessions-----	150
c. Truancy-----	12
d. Irregular attendance-----	15
e. Building operating going on	
f. Lack of guidance-----	20
g. School day too short	
h. Lack of supervised study	
i. Discipline too formal	
j. Discipline too informal	
k. Classes too large-----	10
l. Inexperienced teachers	
m. Poor teaching	
n. Lack of equipment	
o. Lack of uniformity of course of study	
p. Standard of achievement too high	
q. Text book not adapted to individual differences	
r. Double promotions-----	2
s. Unsympathetic teachers	
t. Incorrect grouping of pupils-----	25
u. Work of course too intensive for average mind	
v. School does not offer opportunities for life experiences	
w. Nature of work too abstract	
x. No course adapted to the needs of the pupils-----	40
y. Required work does not follow the development of spontaneous interests of the child	
z. Problem cases not carefully diagnosed	
1. Courses disregard the capacities of the child-----	1
2. Little provision made for social contacts	
3. Little provision for individual differences	
4. Transiency of turnover	
5. Subject difficulties	

2. HEALTH CONDITIONS

Social	
a. Parasitic tendencies-----	3
b. Anti-social tendencies	
c. Indolence	

Chronic-----	2
Adolescent-----	3
Fatigue-----	2
d. No interest in life-----	2
e. Too much time spent on extra curricular activities	1
f. Inability to make social adjustments	
g. Not cooperative-----	1
h. Malicious	
i. Excessive smoking	
j. Intoxication-beverages	
k. Sex habits	
l. Persistently ill-mannered-----	1
m. Undesirable companions-----	2
n. Poor home conditions-----	10
o. Poor community surroundings-----	3
p. Overworked at home-----	2
q. Excessive parental pressure-----	3
r. Faulty rest habits	

Mental

a. Mentally immature for the grade-----	16
b. Efforts unregulated and uncontrolled-----	3
c. Improper neuro-muscular coordination-----	5
d. Exaggerated ego	
f. Low intelligence quotient-----	204
g. Inferiority complex-----	2
h. Superiority complex-----	3
i. Uncontrolled desire for sports, adventure, creative work, reading, pugilism, procreation	
j. Temperamental-----	4
k. Reaction time too great-----	29
l. Not book minded-----	21
m. Under excessive mental strain	
n. Did not like teacher-----	2
o. Did not like school-----	2
p. Negative tendencies	
q. Did not like subject-----	1
r. Excessive inhibitions-----	1
s. Over indulged emotionally by parents	
t. Inability to concentrate	
u. Desire to go to work outside of school	
v. Neurotic-----	1

Physical

a. Malnutrition-----	10
b. Illness-----	14
c. Fatigue	
d. Epileptic-----	3
e. Crippled-----	1
f. Defective eyesight	
g. Defective hearing	
h. Inadequately coordinated physical development----	2
i. Lack of proper recreation-----	2
j. Adenoids	

3 ----- Chronic
 3 ----- Abolishment
 3 ----- Testimony

11 ----- No interest in life
 1 ----- Too much time spent on extra curricular activities
 1 ----- Irritability to minor social adjustments
 1 ----- Not cooperative
 1 ----- Hallucinations
 1 ----- Excessive smoking
 1 ----- Intoxication - beverages
 1 ----- Sex abuse
 1 ----- Terrifically ill-mannered
 3 ----- Unstable companions
 10 ----- Poor home conditions
 3 ----- Poor community surroundings
 3 ----- Overworked at home
 3 ----- Excessive parental pressure
 3 ----- Family social habits

Mental
 10 ----- Mentally immature for the grade
 3 ----- Motor uncoordinated and uncontrolled
 3 ----- Improper neuro-muscular coordination
 3 ----- Stuttered etc
 304 ----- Low intelligence quotient
 3 ----- Inferiority complex
 3 ----- Superiority complex
 1 ----- Uncontrolled desire for sports, adventure
 4 ----- Creative work, reading, writing, observation
 39 ----- Temperamental
 31 ----- Reaction time too fast
 1 ----- Not back minded
 3 ----- Under excessive mental strain
 3 ----- Did not like teacher
 3 ----- Did not like school
 1 ----- Negative tendencies
 1 ----- Did not like subject
 1 ----- Excessive inhibition
 3 ----- Over indulged emotionally by parents
 1 ----- Inability to concentrate
 1 ----- Desire to go to work outside of school
 1 ----- Neurotic

Physical
 10 ----- Deformation
 14 ----- Illness
 3 ----- Fatigue
 3 ----- Epilepsy
 1 ----- Strabismus
 1 ----- Relative eyesight
 3 ----- Relative hearing
 3 ----- Inadequately coordinated physical development
 3 ----- Lack of proper nutrition
 1 ----- Alcoholism

k.	Tonsils-----	2
l.	Inherited constitutional weakness-----	3
m.	Physically immature for grade-----	10
n.	Physically overdeveloped for grade-----	3
o.	Speech defect-----	2
p.	Anemic-----	1
q.	Overweight-----	
r.	Underweight-----	2
s.	Defective teeth-----	
t.	Faulty rest habits-----	15

3. ENVIRONMENTAL CONDITIONS

a.	Parents worrying-----	2
b.	Overindulged financially-----	
c.	Poverty-----	3
d.	Lack of good parental influence-----	10
e.	Foreign parents-----	
f.	Immoral parents-----	1
g.	Race nationality differences-----	
h.	Parents encourage pupils in arrogant attitudes toward the teacher-----	2
i.	Language differences-----	9
j.	Parents will not cooperate with the school-----	1
k.	Lack of quiet in home during time needed for home work-----	8
l.	Nagging by parents and other relatives-----	
m.	Parents unsympathetic-----	4
n.	Death in family-----	
o.	Broken home-----	1
		<u>714</u>

Health--Social

Poor Home Conditions-----	10
Inability to make social adjustment-----	4
Anti-social tendencies-----	4

Health--Mental

Low I.Q.-----	204
Mentally immature for grade-----	10
Reaction time too great-----	27
Not book minded-----	21
Efforts unregulated and uncontrolled-----	7

Health--Physical

Faulty Rest Habits-----	15
Illness-----	14
Malnutrition-----	10
Physically immature-----	10
Diseased alveolar and tonsils-----	2

1	1
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3	3
4	4
5	5
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10	10
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14	14
15	15

REVISIONARY COMMENTS

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99	99
100	100

EVERETT SURVEY

The following table shows the causes of retardation in Everett, Massachusetts, for year 1929-1930, as given by the teachers and principals listed under the major headings of Administrative. Health including Social, Mental, and Physical factors, and Environment. The causes having the greatest number of cases are listed first under each of the four main headings.

Table II

Causes of Retardation for June 1930

Administrative

Cause	No. of Cases
Double Schools-----	150
No course adapted to needs of pupils-----	40
Incorrect Grouping-----	25
Lack of Guidance-----	20
Irregular Attendance-----	15

Health--Social

Poor Home Conditions-----	10
Inability to make social adjustment-----	4
Anti-social tendencies-----	4

Health--Mental

Low I.Q.-----	204
Mentally immature for grades-----	16
Reaction time too great-----	29
Not book minded-----	21
Efforts unregulated and uncontrolled-----	7

Health--Physical

Faulty rest habits-----	15
Illness-----	14
Malnutrition-----	10
Physically immature-----	10
Diseased adenoids and tonsils-----	2

EVERETT SURVEY

The following table shows the causes of retardation in Everett, Massachusetts, for year 1937-1938, as given by the teachers and principals listed under the major headings of Administrative, Health, including Social, Mental, and Physical Factors and Environment. The causes having the greatest number of cases are listed first under each of the four main headings.

Table II
Causes of Retardation for June 1938

Administrative	
Cause	No. of Cases
Double Sessions	120
No course adapted to needs of pupils	40
Incorrect Grading	23
Lack of Guidance	20
Irregular Attendance	18
Health--Social	
Poor Home Conditions	10
Inability to make social adjustment	4
Anti-social tendencies	4
Health--Mental	
Low I.Q.	204
Mentally immature for grades	18
Reaction time too great	23
Not book minded	21
Efforts uncoordinated and uncontrolled	7
Health--Physical	
Poorly rest habits	18
Illness	14
Malnutrition	10
Physically immature	10
Disseminated adenoids and tonsils	2

Environmental

Lack of good parental influence-----	10
Lack of quiet in home during time for home work-----	8
Race nationality differences-----	10
Parents unsympathetic-----	4

Differences in teacher standards of pupil accomplishment and differences in marks caused 17 pupils to repeat.

A Discussion of the Reasons Given

The principals and teachers of Everett list one hundred and fifty cases of retardation as caused by double schools. The greatest number of these cases occurred in grade eight where pupils who should normally attend school for five hours each day attended only four and one half hours. There was no opportunity for after session classes because the second session pupils came in and occupied all the classrooms. Not only was retardation increased in this grade, but many pupils who were promoted from grade eight failed in grade nine because of poor foundation work in grade eight. In grades five, six, and seven many pupils were retarded for a second year in these grades so that the mortality would not be so great in grade eight. In fact, the effect of short sessions caused by the double schools in grade eight affected the promotion through all the elementary grades. In one school, double sessions were required in grades two and three with the result that the percentage of retardation in those grades was 3% greater than the three following grades. Teachers said that in double schools they did not have opportunity to check up on outside work done by the pupils particularly in grade eight. This indicated that many pupils were required to repeat a full year's work because of inadequate housing conditions. The greatest remedy here is a full day school for every child.

Forty pupils failed promotion because the school offered no course that would fit the abilities or inabilities of the child. This was particularly true in grades five, six, and seven, where boys and girls who were not book minded had little opportunities to progress in lines requiring motor activity. Some pupils over fourteen years of age were put into classes in the Everett Trade School, but there were many more applicants than could be admitted because of seating conditions. This condition indicates that the Trade School should be enlarged and prevocational classes, offering a variety of handwork, should be formed in the grades. Many of these pupils should receive special attention from experts in psychiatry and be grouped into small classes under the guidance of specially trained teachers.

Twenty-five pupils repeated a grade because they were improperly grouped. More attention should be given to the grouping of pupils and greater freedom to change from group to group if conditions seem to indicate that a change would be beneficial to the pupil. More careful consideration including testing should be given each child before placing him in a group.

Twenty-five pupils repeated because of lack of guidance. All these cases were reported from the junior and senior high school. Practically all the guidance that is given the pupils in Everett is by the teachers and principals. Much of this is incidental and is considered part of the supervisory program. There is, however, one course in grade eight called vocations. There is evidently a need for a more careful study of each child with emphasis on guidance in the selection of courses, subjects and vocations. One or more directors of guidance should be provided.

forty pupils failed promotion because the school offered
 no course in the subject of mathematics at the
 school. This was particularly true in grades five, six, and
 seven, where boys and girls who were not good enough had little
 opportunities to progress in their regular school activity.
 Some pupils over several years of age were not able to progress
 in the Everett Trade School, but there were many more opportunities
 than could be admitted because of existing conditions. This
 condition indicated that the Trade School should be enlarged
 and vocational classes, offering a variety of handicrafts,
 should be formed in the grades. Many of these pupils should
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 There is evidently a need for a more careful study of each child
 with emphasis on guidance in the selection of courses, subjects
 and vocational. One or more sessions of guidance should be
 provided.

Fifteen cases of retardation were caused by irregular attendance. There is good evidence that many of the pupils were absent for reasons other than illness. There were several cases of truancy for one or more days and several cases where the written reasons for absences were signed by parents or guardians. These should have received further investigation. Although this number is comparatively small, there is sufficient evidence to warrant a more thorough check-up on all cases of absence.

HEALTH----SOCIAL

Ten pupils were required to repeat a grade because the homes did not provide the proper stimulus for a healthy attitude toward school. Eight of these cases occurred in the elementary grades. In each case large families lived in crowded quarters. Several pupils sensing the inferiority of their homes became too retiring to participate voluntarily in school situations.

Irregular rest habits and diet, general indifference to the welfare of the children and low standards of living did not give the pupils the desire to do good school work. One case occurred in junior high and one in senior high for similar reasons.

It is difficult for the schools to remedy unfavorable home conditions. Perhaps more should be done in the classroom to establish higher ideals of living. A visiting teacher or social worker would find a good field here. The school nurse might do more. Classes in adult education might reach a few of these cases.

12
The cases of tuberculosis were reported by the
physician. There is good evidence that many of the pupils
were absent for reasons other than illness. There were several
cases of bronchitis for one or more days and several cases where
the written reports for absences were signed by parents or
guardians. These should have received further investigation.
Although this number is comparatively small, there is
sufficient evidence to warrant a more thorough check-up on all
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HEALTH---SCHOOL

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a few of these cases.

Four pupils failed because they lacked the ability to adjust themselves to social situations. Probably they would have been helped by a director of guidance and a better adaptation of school situations to suit their needs. The mental attitude of the child is probably in a large measure responsible for these cases. They could doubtless be helped by a psychologist. "Anti-social tendencies" is a reason given for four repeaters. Nobody knows if these pupils are normal, but it was the opinion of the teachers that they possessed abnormal traits. One was in grade seven, one in nine, and three in ten. No anti-social tendencies appeared before the seventh grade. The question arises: Did the school system develop these tendencies or were they innate? These cases should have come before the psychologist or social worker before they became chronic. One pupil age fifteen had received an individual mental test and was found normal. The case required the advice of a psychiatrist. The school should give a more careful analysis of each pupil's home and school environment.

Two hundred and four pupils repeated because of low I.Q.'s. This means that the pupils did not have the proper mental equipment to do the work required of the prescribed course of study. Twenty of these were in special classes and had I. Q.'s as low as 58. The great majority, however, had I. Q.'s of about 70. Some were attempting to do college preparatory work. Others were trying to accomplish the work of the general course in Jr. and Sr. High. 118 of the cases occurred in Jr. and Sr. High. The percentage of failure here was greater than in the first six grades. This was because the pupils are better adjusted in the grades. There is sufficient evidence that the type of work

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required of these pupils which are maladjusted and have limited mental capacities is not suited to their needs.

The fact that ten pupils were called immature for the grades gives evidence of unsatisfactory adjustment. All these cases were from grade one through to grade nine.

HEALTH----PHYSICAL

If fifteen pupils were required to repeat a grade because of excessive fatigue and lack of energy in the classroom, fourteen failed because of illness (nine of these were contagious diseases), ten failed because of malnutrition and ten through physical immaturity, it is quite evident that Everett should put more effort into improving the health conditions in the school. Health habits should be taught as should also the control of contagious diseases. More home education is needed. The health or science course should give more attention to teaching proper diets. The department of physical education should stress these points also. More doctors and nurses are needed in the schools as are also clinics for thorough physical examination and posture work.

ENVIRONMENTAL

A total of forty pupils were retarded because of unsuitable home conditions. Through the pupils, social workers, nurses, Home and School Associations, local papers, Americanization classes, suggestions for home improvement can be put into operation which will raise the general standard of the pupils' home environment. Through the elementary grades no home work should be required. There is a tendency to require less in junior and senior high schools. The lengthening of the school day would

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eliminate home assignment. Progressive educators are giving this point careful study and probably in the near future general home assignment requirements will be eliminated from the public schools.

CONCLUSIONS

This investigation indicates that if the public schools of Everett are to give to the children of that city the type of education and the quality of care to which they are entitled the following changes should be made in the educational system:

The City of Everett should----

1. Eliminate double schools. Larger elementary schools and an up to date junior high should be established.
2. Offer a greater variety of school activities, intra and extra, more dramatics, public speaking, debating etc.
3. Give pupils more guidance. A complete program for the entire city should be established for school and vocational guidance.
4. Give greater care to grouping of pupils. Each pupil is a case and more study should be given his individual differences.
5. Improve attendance. Provide for more careful investigation of all cases of absence.
6. Have a psychological clinic. There should be one psychologist for each thousand pupils.
7. Provide more organized social education in class-room, home room periods, clubs, social etc.
8. Provide more carefully for the mentally deficient. Provide more opportunity classes, special classes, and adjustment groups.
9. Place greater emphasis on health education. A doctor and nurse should be in each building every day. Thorough health examinations should be made each year with more follow up work.
10. Inaugurate a definite program for parent education to the educational policy of the city. More and better organized Home and School Associations should be organized, and more publicity given to school activities.

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10. Integrate a definite program for parent education to the educational policy of the city. More and better organized home and school associations should be organized, and more publicity given to school activities.

11. Organize prevocational classes. These should include both boys and girls from 12-14 years of age and offer a wide variety of activities requiring motor skills.
12. Organize more classes for misfit pupils. These should be for pupils with normal mentality, but because of certain social complexes find it difficult to adjust to the regular program. These classes should be small, not more than fifteen pupils, and not co-educational.
13. Provide teachers with more definite standards for academic accomplishments.
14. Establish a more uniform plan for marking pupils. The same working standard should prevail throughout the city. More general-city-wide tests from the main office would be desirable. a course of study should be provided for each subject required to be taught.

RECOMMENDED REMEDIAL PROCEDURES FOR DECREASING RETARDATION AND MALADJUSTMENT

- A. A Case Curriculum for a Three Year Senior High School
- B. Education for the Gifted Children
- C. Suggestions for Teaching Social Subjects to Gifted Children
- D. Education for the Mentally Limited Pupil
- E. Guidance Outline for Grades I--IX
- F. A Suggestive Promotion Plan

11. Organize professional classes. These should include both boys and girls from 13-14 years of age and offer a wide variety of activities requiring motor skills.
12. Organize more classes for mixed pupils. These should be for pupils with normal mentality, but because of certain social complexes find it difficult to adjust to the regular program. These classes should be small, not more than fifteen pupils, and not co-educational.
13. Provide teachers with more definite standards for students' accomplishments.
14. Establish a more uniform plan for mental pupils. The same working standard should prevail throughout the city. Note: General city-wide tests from the main office would be desirable. A source of study should be provided for each subject required to be taught.

A CASE CURRICULUM

The following plan is for a three year senior high school, grades X, XI, XII.

A case curriculum should be offered in every high school. Each pupil constitutes a case. He should be required to take certain prescribed courses such as English for four years, general mathematics for one year, and general science for one year. Other subjects known as electives and by far representing the major part of the curriculum should be left to the pupil's choice.

PART VII

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Adjustment of work to provide for individual differences within the case group is essential. The plan will provide for four types of work. One for superior mentality, I.Q. above 125, average I.Q. 90-125, limited I.Q. 70-90, and subnormal I.Q. 65-70. The line of demarcation is indefinite between any two of the joining groups, hence flexibility between the groups is necessary.

In determining the degree of individual differences the following ages will serve as a basis on which to plan the case groups and courses of study: Chronological age-indicating time elapsed since birth, mental age-indicating stage of mental

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development, pedagogical age-indicating stage of mental development whose variability depends upon the opportunity of social education provided by the system. Anatomical age-indicating stage of bodily development, moral age-indicating stage of moral development whose variability depends upon the immoral and moral tendencies of the ego and the morality of the child's environment which in turn depends upon the existing moral code of the community.

It is indeed rare to find any one individual who is normal in all of the six ages mentioned above. It usually follows, however, that the mental age is equal to or greater than the chronological (Terman). But there are a great many exceptions to this generalization. The school curriculum must provide for these exceptions. Differentiating the requirements makes possible a high degree of individualization. Its successful administration in the classroom presupposes on the part of the teacher, knowledge of the educational status of his pupils as individuals.

Organization of the materials of instruction so as to permit flexible assignments and the adoption of a technique of instruction which will enable the teacher to use a large share of his teaching time in directing individual work rather than hearing lessons is essential. The pupils need to be studied and stimulated in terms of specific abilities. Both their strong and weak points should be studied.

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a loyal citizen, should cultivate virtues of intellectual honesty and should cultivate pride in one's work. .

In adapting the school to the four major mentality groups a careful consideration of the mental traits of the average pupil in each group will provide a basis for administration of the school and classroom procedure. The purpose of the school is to take all pupils including those of average and limited capacities and background and to discover for each one the particular curriculum which promises most for him and for society in liberal education and preparation for practical life. A school system is successful if it retains children in school and discovers the particular subject matter and activities which equip them successfully to meet the varied demands of a complex and rapidly changing civilization.

It is the duty of the next higher grade or unit to accept pupils who are properly promoted to it from the lower grade or unit and to adapt its work to fit the needs of these pupils. All promotion procedure demands continuous analysis and study of cumulative pupils' case history records in order that refinement of procedure may not result in guess work, and conjecture be reduced to a minimum.

10. Social age, maturity, and adaptability.

11. Application to work as emotional reaction toward school.

12. Present acceleration of retardation.

13. School expectancy.

14. Attendance.

15. Effect on class morale. (1)

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The following articles indicate how a school system should be adjusted to fit the needs of gifted pupils and pupils of limited mentality.

Some general principles which should control the curricula for the gifted child.

1. The interests of the pupils at large are best served by developing in the elementary school and junior high school a community of interests.
2. The bright student as well as society at large, gains most when problems are attacked on deeper levels and by more elaborate methods than are possible with mediocre students.
3. Curricula adjustments should be made on the basis of school accomplishment rather than on the basis of intelligence scores;
 - a. It squares with the ideals and purposes of American democracy.
 - b. Such a plan is most wholesome for the student
 - c. Such a plan begets good teaching
4. High standards should be set for bright students in tasks that are of a drill, memory, or routine nature.
5. Unusual talents.
6. Physical history.
7. Special disabilities.
8. Family conditions.
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in an enriched program in connection with traditional class requirements. Individual instruction, rapid classes in an X. Y. Z. plan of grouping, promotion by subject, and special classes are other means of providing for gifted children.

All promotions should be decided on the basis of the individual pupil. The greatest good to the all-round development of the individual must be the chief consideration. The administrative set-up should be sufficiently flexible to prevent the maladjustment of pupils. The greatest good for the greatest number must be considered. When the promotion of a particular pupil may result in harm to the group, then the single pupil should be sacrificed rather than the larger number. With a sufficiently flexible program this would seldom happen. A definite set of factors should be agreed upon, which each teacher will take into consideration in forming his judgment as to whether or not a particular pupil should be promoted. This criteria for promotion must take into consideration the nature of the work in the higher grade, and the flexibility of its organization, the minimum requirements of its courses of study, and methods employed by the teacher.

The following table lists factors to be considered in promoting a pupil. They are given in the order of their importance.

1. School History (scholarship attainment or mastery of subject matter)
2. Mental ability
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Following are listed the most salient traits of gifted children with suggestions showing how the administration of the school and the classroom technique should be adjusted to fit the needs of this type of pupil:

Gifted children have versatility and vitality of interest.

Administration: Enriched curriculum; opportunity for additional vocational training; establish a broader view point; provide more constructive social experience; provide more music and art execution and appreciation.

Classroom Procedure: Provide more original work; create higher standards; use more biography and supplementary reading on related subjects. Very bright pupils may lose interest if school work is too easy for them or fail to develop habits of application and concentration.

Gifted pupils have ability to work with abstractions.

Administration: Provide opportunity to pursue in detail formal academic subjects. Allow pupil participation in school government and plan courses for desired objectives; provide activity or home room periods, assemblies and business meetings. Provide work with more involved principles in Science, English and Mathematics.

Classroom Procedure: Socialized recitation: Much application of principles underlying facts; deductions and conclusions; application of these to life situations; spiritual values of life debated; opportunity for association of ideas; to use reasoning power and to discriminate; develop powers of observation.

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of principles underlying facts; deductions and conclusions; application of these to life situations; spiritual values of life debated; opportunity for association of ideas; to use reasoning power and to discriminate; develop powers of observation. Gifted pupils have intellectual curiosity, originality and initiative.

Administration: Research work; collections; hobbies; such

library work; field trips; special responsibilities and duties; compose music, poems, original design, poetry, prose, and plays; introduce higher type of material which can be dealt with successfully by those of superior intellect; curriculum content must differ in both quality and quantity; provide opportunity to train for leadership.

Classroom Procedure: Provide project plan of work; special reports on related material; laboratory experiments and craft projects and design; self directions. These pupils excel in thinking things out together. They have creative power. Thus they are especially amenable to the project method. The method of the seminar is feasible. They like to impart information, ask questions and be questioned. Thus, much socialized recitation is desirable. Provide elaboration of ideas. Drill and check on the whole process of induction because they spring quickly to a generalization. Because of their quickness be watchful of inaccuracy and superficial thinking. The keynote in education for pupils of superior mental ability of any age is to provide a wealth of stimulation of a suitable order.

Gifted children have accurate, positive, short reaction time.

Administration: Enriched curriculum; broad courses; avocational training; debating team; public speaking; dramatics; more detail; research; larger classes; self direction. Provide more courses and make it possible to do three years' work in two. Provide opportunity for leadership. Provide opportunity for observing principles and theory in practice through field trips.

Classroom Procedure: All work easily assimilated. Provide much related material and experience. Remember these pupils read much more rapidly and remember more than the average pupil.

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They have the power to concentrate and can grasp an idea at its first presentation. More abstract theory should be taught and there should be more teaching by means of principles. Evaluation and organization should be emphasized. Provide standards of attainments and time spent on drill material should be treated quite differently from that used for dull pupils. Amount of review should be reduced as well as the number of illustrations to establish a particular point. Many repetitions are irksome. Gifted children have mental endurance and tenacity of purpose.

Administration: Provide longer periods. More detail requirements in school tasks; longer school day; involved situations.

Classroom Procedure: With voluntary power of sustained attention these pupils have unusual power of focusing their attention upon a task. Long assignments and long periods do not fatigue them. High standards should be set for these students in tasks that are of a drill, memory, or routine nature. These pupils should have more opportunity for creative work.

Gifted pupils have ability to know when they do not know.

Administration: Provide sufficient reference material for facts. Much library work. Socialize recitation and debates.

Classroom Procedure: Provide opportunity for self criticism.

Gifted pupils have the power of generalization:

Administration: In addition to furnishing problems to solve, furnish guidance for the pupils as they attempt to solve their own problems.

Classroom Procedure: These pupils quickly see underlying principles, relate similar principles and foresee results. Use much induction and deduction in teaching. Allow pupils to draw own conclusions.

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To illustrate how a subject should be handled for a superior pupil the following article on Social Studies is submitted.

SUGGESTIONS FOR TEACHING A SOCIAL

SUBJECT TO A SUPERIOR GROUP

A teacher of social subjects to a superior group should have some very clearly defined opinion as to why special attention should be given to the education of the gifted child.

What is the only justification for unusual attention to any group supported by public money? The answer is to be found in the return which society may expect from such attention. The education of the individual of superior gifts is the best possible investment. There is some controversy among writers relative to the education of the child for good citizenship or for the growth of the individual alone. We would state the purpose from both the individualistic and social point of view. This all-round development should insure the fullest returns to the public.

The aims might be formulated as follows:

General Aim:

To train these gifted children so that they will render a maximum return for the common good.

Specific Aims:

1. To draft human knowledge and energy into human service.
2. To have the superior individual realize the value of his gifts to society.
3. To train the individual in the kind of leadership that is best for the common good.
4. To find an opportunity for the kind of originality which seeks the best models and masters in aiding progress. The doing of old things in new ways.

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progress. The doing of old things in new ways.

5. To afford an opportunity for the mastery of a subject.
6. To give definite training in reflective thinking and the foundation of logical conclusions.

With these objectives in mind the teacher of social subjects must carry a heavy part of the burden. The mere enrichment and deepening of the curriculum will not automatically produce the required results. A gifted person without social consciousness is more dangerous to society than a moron. Therefore, if we add to superior gifts educational advantages without making him more sensitive to the common good, will not the danger to society become the greater instead of less? Exploitation of the less fortunate is undoubtedly the answer. The need of society today is not only a more thorough development of special talents, but the dedication of that talent to some special service. The social subjects must be so taught that they will provide for attitudes and ideals which will draft human knowledge and energy into human service. The individual differences are a part of the plan of nature and should be dealt with accordingly.

With these points in mind it is clear that some form of educational guidance is necessary. A system which drains the less fortunate classes of all the talent born to them is to be deplored. Before we adopt such a system we shall thoroughly consider the result. Is not intelligent leadership with the lower classes necessary for their uplift? History records but few examples of the emancipation of one class by another. Therefore the teaching of the social subjects to potential leaders and originators is full of dangers and pitfalls to the unwary. We must look to scientific studies for our guidance. There must be a full realization that the superior individual is not sacred,

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but his gifts are, and it devolves upon the school to help him to realize this. Let the superior child know that public schools are based upon a philosophy which presupposes good for the community. To sum up the whole matter there is but one underlying purpose to guide the several acts of instruction, and that the optimum result from the standpoint of the individual as a member of society. We must guard against spoiling the child by impressing unduly upon him the fact that he is gifted.

Education for Initiation and Originality.

We are told that the gifted child must be given an opportunity to work upon his own initiative and to create. It is well to consider just what this means and what we shall achieve by such a procedure. Originality must never show weakness in doing routine work in accepted ways, or an essential dislike of traditional knowledge or customs, or any lack of fixed habits, but show strength in doing work that is new or doing it in new ways. We like the following definition of "Creative thinking": "Creative thinking is that form of mental activity that applies one set of conditions to a new situation in such a way as to bring about a new and significant combination. It involves that type of imagery that sees the old in new patterns." (1) It is this type of thinking which weaves the fine ideals of human conduct into beautiful systems.

The following quotation from Prof. Thorndike illustrates the futility of trying to train for the kind of originality which fails to make a study of the great masters and leaders:

Note 1.--G. S. Counts, Social Purpose of the Education of the Gifted Child, Ed. Review, Vol. LXIV, Page 61

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The following quotation from Prof. Thorndike illustrates the faculty of trying to train for the kind of originality which is to make a study of the great masters and leaders:

"Once in so often some student who wishes to do work at teachers' college for a degree in education writes about his ideas and adds that he knows they are original because he has avoided reading anything on the subject.--We never encourage such men to come to Teachers' College", says Professor Thorndike.

In the light of the above we might think of intellectual independence as reasoned dependence. We should develop in the child a scientific attitude toward his own progress, and a scientific method of attacking problems. Independence will not be lost by placing greater emphasis upon obedience to right facts in school. This training in research and selection rests upon the teacher of social subjects to a larger degree. She must see to it that the masters, models, facts, creeds and ideals are right, that the words are impartially chosen in the light of pure reason. Secondly that the individual is free to do what he can to change ideas, customs, and institutions for the better, but that even the highest of the high is not free to change them otherwise.

If it is our purpose to perpetuate a nation of intelligent cynics or stupid fundamentalists we shall continue to teach that our political, economic, and other social institutions are so sacred that they may not be questioned. We shall teach them, however, that effective independence, initiative, and originality are continued organization upon a higher level. These children must be encouraged to examine critically but sympathetically all institutions inherited from the past or now in the process of growth. Opportunity should be provided to show how intelligent human beings conform to many conventions even though they may not approve. We shall now consider the methods of producing these desirable outcomes.

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The course itself will differ in kind, extent, and amount of subject matter to be studied.

Basic to the course of study and back of an intelligent understanding of methods and devices, is a knowledge of the fundamental principles of the learning process; without this background methods will become more formulae for teaching school--certain directions to be followed. If we are to supervise the social subjects, we should make sure that the teacher understands thoroughly the principle of self-activity. She must know that a child learns only through his own mental responses, reactions, and behavior; that only through this self-activity is he changed. It is what pupils do, and not what the teacher does that educates. With this basic knowledge our teacher is ready to plan intelligently. First there will be a challenge, general questions, suggestions of all sorts and application which sends them exploring in all directions. A's will get much in the way of by-products. They set up "hooks"--related ideas on which to hang the assignment. They take readily to reference material, but there must be a definite scheme in the teacher's mind. She sets up the goal and knows where the thing is going, for pupils must be trained in organization of ideas; these pupils learn by generalization readily. Here is an opportunity to teach reflective thinking. By the teacher, using Dewey's "Complete act of thought," these people will reach generalizations through observation and inductive reasoning. Few illustrations are necessary. They have little difficulty in making applications. Drill will play a much less prominent part in their training. They will see many relationships with things already familiar. These relationships will be their best methods of remembering. A skeptical rather critical attitude will be helpful to them. Gifted pupils are generally found to be better at planning than at execution, as

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they are impatient of detail. Training is needed in this line.

The course of study will call for more thoroughness, more depth, give them an opportunity to sit down with a book and live on an intellectual level. Here we may have what is termed mastery of a subject. Time consuming instead of time saving methods. The laboratory idea of the Dalton plan might be utilized. The Winnetka plan has much to offer in the way of individualization. This group must be treated as one made up of distinctive individuals. Individual adaptation is necessary. The higher up the scale we go the greater the qualitative difference and the greater need for individualism. Study will base itself upon reason and not upon tradition. The social studies are to be so presented as to afford vital social experiences. Our teacher will have these pupils deal with concrete problems as well as with words, encouraged to gather, organize and apply. The project, problem, exercise, or whatever we may wish to call these activities which place stress upon purposeful doing are valuable elements for application in this group.

Biography well written and carefully chosen affords a good approach to the understanding of the ways in which civilization rises from the selective thinking of a few. These lessons should be driven home. After all the problem becomes largely one of presentation. This group contains potential contributions to our civilization, the great creative minds and leaders of the future. Highly endowed children do things differently than average children, and for progress, deviation is as important as continuation. Therefore, we justify the difference in methods and materials on these grounds.

The question of socialization is closely allied to method, indeed it is closely woven into the fabric. It is through this

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socialization that we shall get integration of the learning process and develop within this group that social consciousness which we have made our major aim in teaching a social subject.

Many educators agree that these pupils ought not to be entirely segregated from the average group in the social subjects. For it is through the socializing of activities that the aims of the social subject will function. Gifted children can add to the things in which the average group may excel, therefore, there should be cooperative enterprises, and there should be opportunities for the gifted pupil to meet and accept defeat at the hands of the average child. Here again the Winnetka plans offer suggestions. There is opportunity for greater depth and extensiveness of study without the hampering influence of the slow moving group, then again there is opportunity for the children to relate their interests with each other and with the school. Independence is in this way more fully realized. They learn to merge their personal interests in the welfare of the whole as well as contributing their special abilities to the welfare of the whole. The laboratory idea of the Dalton plan, where they go from laboratory to laboratory mingling with one another, offers still other suggestions. Hosie in his cooperative unit group plan offers opportunity for pupils to work part of the time with their own levels of ability, and part of the time with children of their own physical and social development but of different levels of ability. At any rate gifted children must have an opportunity to know how to get on with all sorts of people. Devew says, "No individual, no economic group could presume to live independently of each other." There is no better way to teach inter-dependence than through cooperative school activities. Our class will be trained to work both

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independently and with the group working out some particular problem or exercise, under pupil leadership, and then pooling their combined efforts for mutual benefit, a teaching-learning situation which calls for directed or supervised study, group work, and socialized procedure. This is no place for a teacher with a one-track mind, hampered by traditional methods and ideas, but for one with the value of the social studies clearly in mind. She guides her group in organization and application. She must be able to select materials and activities which will cause the objectives to be realized. She should study well the characteristics of these children.

Since gifted children's character traits about equal their mental capacity, generally speaking, they socialize easily, are modest, trustworthy, work and play hard, and are foremost in school activities. Such traits as studiousness, power to give sustained attention, persistence, leadership, initiative, evenness of temper, emotional self-control, will-power, cheerfulness, courage, sense of humor, and obedience are usually evident and because these children usually reach maturity considerably sooner than the average child, they offer a problem in social adjustment. The mixing of this group with average and mentally limited pupils through cooperative activities as well as in selected academic subjects is desirable. Some definite scheme is necessary for the development of social mindedness which can come only through participation in the activities of and rubbing elbows with the less fortunate.

Individual Differences.

It is a mistake to treat this group as entirely homogeneous. There will be differences in achievement, lack of industry, application and concentration, due perhaps to the fact that the child has been

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taught and grouped in such a way that there has been no challenge. He has perhaps used his wits to get by with little work, becoming mentally lazy and indifferent. Even within a superior group there is difference of environment. All have not had superior cultural surroundings, and there will be physical differences.

There is the question of setting the standard high enough and making the work deep enough for all; extensiveness, intensiveness, and quality must be the watchwords. The normal curve of distribution must be the same as in an average group. If we find that many A's are grouped on the high side of the curve, what is the influence? Either the standard is not high enough for all its groups, or there is not enough enrichment and depth, or the methods of presentation may be at fault. Objective diagnostic tests systematically used and applied according to the criteria of common sense will be found very valuable in keeping the standard right. The possibility of too much group instruction presents itself as another cause. These children require individual opportunity the higher up they go on the mental scale. This brings us to the question of--Enrichment Vs. Acceleration or both.

A review of competent writers on the subject seems to show a decided balance in favor of enrichment. There will probably be some acceleration anyway as a natural outcome. There are circumstances when there should doubtless be considerable acceleration. With the emphasis on enrichment we shall think of the goals of education as the same for all, but the difference will be one of quality; the appreciations will be different, too. The difference between a mere performer and the artist illustrates this point. The mere performer may sing correctly, but the difference is a qualitative one.

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With what kind of school environment shall we surround these children? What kind of materials shall we use?

Equipment:

There is nothing to be suggested for the social studies' classroom for gifted children which should not be in the ideal classroom of children of average ability. Our room shall be a special subjects' laboratory, bookcases, pictures, work tables with cabinets and files for carrying on the various activities and exercises, with history as the core subject; the reconstruction of the past will give the teacher excellent opportunities for detecting special aptitudes, and materials should be devised for the class for plays, pageants and reproductions of all sorts; musical instruments should be allowed to make their contribution. Drawing, printing, and handwork of all sorts will make its contribution. There must be reference books and plenty of biography carefully chosen, exhibitions of collections, a hobby corner or better still, an ante-room. We shall have plenty of visual material and use it judiciously in our work of reconstruction.

The library should be specially selected for these children, always having in mind qualitative enrichment. What kind of appreciations are these children going to need and what problems must they solve? The fact that these children mature earlier calls for romantic historical fiction sooner. The enrichment and deepening of the curriculum is extensive. An intensive program presents a problem for the teacher of a social subject who has the initiative to work out such a plan when the organization has made provision. There is always the danger of drawing upon the books of the grades higher up. However, since the literature on the subject seems to show a decided balance in favor of

enrichment, it behooves us then to continue experimentation and selection. A new type of text is needed. Our present books are directed toward the center, we need equipment that keeps pace with change and not too soon standardized. We need to provide the gifted with a systematic body of knowledge. We should not deal it out in spoonfuls. Some principles which should govern the selection of organized history material, that material which has made for world progress, should include: (a) Discoveries and resources of nature, (b) The development of means of cooperation for the common good, (c) Spiritual growth, art, literature, music, plays, science, philosophy and religion. There must be emphasis upon growth of the race through individual initiative and group cooperation.

The history of civilization for the gifted offers opportunities for realizing the special objectives. Food, clothing, warfare, labor, recreation, all enter in and offer opportunity for group cooperation and individual research and initiative. Depth has to do with the presentation of the topic that may lead to the discovery of its ultimate possibilities. This topic relates itself logically to allied topics and to the subject as a whole. Therefore, there must be more demonstrable proof and plausible inference, through mastery of a subject.

The feelings and policies of the writer in teaching a social subject to gifted children are significant in the following:

1. Emphasis upon the sacredness of the gifts and not the person.
2. The dedication of these gifts to human service.
3. The work should be more thorough, more deep and greater in actual quantity.
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4. Accented standardized, traditional requirements.

5. Time consuming methods deliberately introduced.
6. Deliberately stimulate the creative impulse to vary and to challenge the established ways.
7. Special aptitudes searched out through stimuli of all sorts, aptitude tests and observation.
8. The problem of social adjustment to receive special attention.
9. Originality depends first of all upon knowledge of what has been done and how. We shall train these children in the choice of masters, models and ideals. These must be right.
10. In choice of method emphasis should be placed upon (1) rationalization, (2) mastery of method rather than rule, (3) originality, (4) individual system of memorization.
11. The reasons for doing things revealed, "To know what he does when he does it."
12. We shall give him a mastery of method by putting him into possession of the more elementary principles of the psychology of learning.
13. There will be reduction of drill, explanation and development.
14. Definite instruction in how to study independently.
15. Opportunity for all forms of creative work, writing and presentation of plays, pageants, and pantomimes.
16. Definite training in leadership through actual participation.
17. Development in the child of a scientific attitude toward his own progress and a scientific method of attacking problems.
18. Training in intellectual independence. "Reasonable dependence."

Originality and leadership then, may be amenable to pedagogic principles and developed through the criteria of common sense and utility.

5. Time consuming methods deliberately introduced.
6. Deliberately stimulate the creative impulse to vary and to challenge the established ways.
7. Special activities searched out through stimuli of all sorts, attitude tests and observation.
8. The problem of social adjustment to receive special attention.
9. Originality depends first of all upon knowledge of what has been done and how. We shall train these children in the choice of masters, models and ideals. These must be right.
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EDUCATION FOR MENTALLY LIMITED PUPILS

Although progressive educators agree that every child has a right to live naturally, happily, and fully as a child; that human progress depends on the development of each individual to his full capacity; and that the welfare of human society requires the development of a strong social consciousness in each individual, these objectives cannot be realized if the individual is maladjusted. The modern curriculum is still being laid out for the "average" pupil. Comparatively few systems are adequately providing for the gifted child. The mentally limited pupils in any regular classroom group show up immediately and usually become a burden to the teacher in charge. School systems supporting "Special Classes" and "Opportunity Classes" for pupils whose intelligence quotients are below seventy have removed from the regular classes the most serious cases, but still there remains a large number of pupils whose intelligence quotients are above seventy and below eighty-five. These pupils are presenting a great problem to the classroom teacher. Few school systems have made any attempt to provide adequately for these pupils. The modern progressive "child centered" schools are making progress in this direction, but before advances are made with really appreciable results the school administrator and classroom teacher must realize that the slightly mentally limited pupil is not only a problem in the average classroom, but he is a greater problem to society in general. The future welfare of society requires that these pupils develop positive attitudes toward life, that they feel there is a niche that each can fill. It is a challenge to the

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the educational systems to build these attitudes into the consciousness of the mentally limited pupil. Educators should no longer deal casually with effects when pupils do not adjust themselves to the school system. Causes should be the objective for intensive investigation. Educators must be willing to go "behind the scenes" and, through scientific analysis of the salient traits of the mentally limited pupils, work out a basis on which efficient educational procedures can be effectively applied.

Following are lists of the most common traits of mentally limited pupils together with suggestion for adapting the school and classroom work to their needs through administration and classroom procedure:

Mentally limited pupils have short spans of attention.

Administrative: Provide short periods. The subject matter should be elastic in its contents so that it may be modified to meet individual and group needs of all the pupils in a particular school. Because the span of attention is short and because these pupils are unable to make quick adjustments, provision for development of definite routine is desirable.

Classroom Procedure: These pupils lack ability to carry a sequence of ideas long enough to reach a remote point or conclusion; their problems should be simple. Ten to fifteen minutes is the usual limit of time that they can concentrate on any problem. The project should be separated into its elements and each element be made a simple project within their comprehension for these pupils that they may experience the joy of accomplishment. Teachers should endeavor to discover lines of work in which the pupil has some interest and use these as

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approaches to worthwhile material in which the pupil has little or no interest.

Mentally limited pupils are slow in reaction time.

Administrative: Courses and supervision of teachers should provide for much direct teaching, and repetition of necessary details until the points are thoroughly learned. There should be much opportunity for physical activities for training in coordination of mind and muscle, and sense education through execution--games and dramatics. The minimum essentials of a project requiring ordinarily two weeks to be done by the average pupils should not be attempted in less than three for these pupils.

Classroom Procedure: These pupils being slow reacting mentally require much time to think things through. They are slow in getting started and weak in transfer of knowledge to new situations containing common elements. They cannot transfer out of the original setting. Demonstration of procedures while the pupil observes is desirable. They should then be allowed to attempt it under careful supervision, later without supervision and be checked by the teacher. Repeating frequently until by repetition the various points of the process come to have for them a habitual relation of associations is necessary. In time the process becomes mechanical. Then, and not until then has the mentally limited pupil mastered it. In technical subjects individual instruction is usually necessary.

Mentally limited pupils have a narrow range of interest.

Administrative: Provide courses of study with minimum essentials in a variety of fields including prevocational and vocational education. These pupils are "slow learning" and need time to adjust to subject matter, methods and standards suitable to

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Mentally limited pupils have a narrow range of interest.

Administrative: Provide courses of study with minimum essentials in a variety of fields including vocational and vocational education. These pupils are "slow learners" and need time to adjust to subject matter, methods and standards suitable to

their capacities. Place considerable emphasis on safety, social and avocational education. Small groups for individual attention is essential. Many field trips are desirable.

Classroom Procedure: Whenever possible make many local contacts based on personal experiences and correlate these with handwork. Make many demonstrations and experiments. Stimule^{to} interest in the community. Provide much visual material and a variety of approaches to any subject. Lose no opportunities to give credit where credit is due. Commendations and enthusiasm are excellent stimulants.

Mentally limited pupils cannot work with abstractions.

Administrative: Courses should be planned around things concrete. New material different from that usually found in the traditional curriculum must be incorporated. Text, easy to read and suited to the physical and social maturity of the pupils, and containing concrete forms and socially valuable materials, selected through analysis of daily activities of children and adults, should be provided. The materials in the academic curriculum which are most worthwhile in the student's life and are of logical social value should be carefully selected.

Classroom Procedure: These pupils usually succeed in manipulative skills, but they have difficulty in acquiring underlying principles. They think most often in terms of immediate objectives, and comprehend best things concrete. Emphasis must be placed on necessary details, not upon broad general principles or ideas. They generalize and apply processes only to problems well within their training and experience. They learn best by doing. Classroom material selected on the basis of its value to the student and to society should be provided. Observation seems

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to indicate that dull pupils are prone to read over and over again the same material which is interesting to them and within their comprehension. It is particularly important that their work be carefully laid out for them else they get bewildered and work aimlessly. A frequent check-up is necessary. A mentally limited pupil will do a piece of work over and over to get the desired results if he can comprehend the objective, but he is a poor person to work unaided over the essential details of the plan. He cannot do the thing that requires detail analysis or understanding of abstract ideas. Provide repetition of the same work, but in various ways, and employ many mechanical devices.

Mentally limited pupils are unable to evaluate their efforts.

Administrative: Schools must recognize the fact that mentally limited pupils do not have the ability to do successfully the work of the traditional curriculum. It is equally important that school administrators remember that mentally limited pupils have some abilities, and that these abilities should be discovered and developed. It is the school that fails and not the pupils, if they leaves school with a sense of failure. It is the privilege of the school to cooperate with these pupils, to help them develop the abilities they possess. Providing differentiated courses of study and follow up work is necessary if the purpose of the special opportunities provided for in the curriculum is to be realized.

Classroom Procedure: These pupils cannot think their way out of a failure situation even when the situation is fairly simple. Teachers must be ready to suggest what to do. They must not forget that simplicity of thought is the keynote for

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success with these pupils. One thing should be taught at a time. All subject matter should be built around simple life situations in the concrete whenever possible. Mentally limited pupils seldom seek beyond the immediate and the concrete. Teachers should discover at least one worthwhile thing at which the mentally limited pupil can succeed, and by training him in this let him feel honest success. This is of paramount importance.

Mentally limited pupils are illogical.

Administrative: Simplicity in the development of all courses is necessary. Provide many opportunities to observe. These pupils need much definite routine. Provide constant guidance for all new situations. The keynote in education of the mentally limited pupil is the establishment of efficient habits. He is not capable of constant adjustment to new situations. Departmental work is not desirable. Provide much guidance in choice of subjects and courses.

Classroom Procedure: These pupils are very limited in the number of ideas pertaining to a subject or to any given number of subjects, and are unable to organize them. The amount of material assimilated and used in a given situation is limited. They are often pattern reacting individuals, for, lacking the ability to organize things for themselves, they try to live by rule of thumb. They have little initiative and are better at execution than at planning. Hence, carefully planned lessons should be provided for them. They understand and learn general processes through situations in which specific habits and automatic responses are formed. Hence, provide much illustrative material, examples, visual appeals, etc.

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Teachers should try to see the problems from the pupil's view-point. They must remember that the mind's eye of the mentally limited pupil sees almost everything as indistinctly as the normal physical eye sees objects at twilight. They need constant guidance and encouragement from the teacher. Assignments should be short, definite, concise with direct units of material distinctly and plainly set forth. They are almost always unable to follow complex directions. They cannot carry a sequence of ideas for long. All assignments must be deliberately made, explained and checked to see that they are really understood.

Mentally limited pupils are unable to generalize.

Administrative: Make units of work short with immediate objectives. Use good simple materials. Relationship in subject matter must be clearly indicated. Provide vocational and curriculum guidance, much hand work, mechanical vocational opportunities and avocational outlets.

Classroom Procedure: Provide much variety in types of drill work. These pupils lack the power to take a body of material and out of it to draw facts which are pertinent to the problem in a given situation. Simple questions following the deductive method can be used for simple problems. They understand and learn general processes through situations in which specific habits and automatic responses are found. It is better to take a short, concise, definite unit of material and teach and reteach it until they get the pattern. Specific habits of study and living must be formed early. In making assignments for these pupils the teacher must remember the mental age. Rational judgment cannot be expected from a pupil ten years old mentally even

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though he be twelve years old chronologically. They are unable to reason out general principles or methods of attack. They learn largely by imitation and successive experiences. There must be direct teaching in all the important elements of instruction.

Educators are confronted with the task of providing adequate opportunities for adjustment for mentally limited pupils. Too often this challenge has been ignored, but regardless of what changes may be made in the curriculum, the courses of study, grouping, or teaching methods, the fundamental nucleus for their future development socially and morally is pupil interest. The secret of success in teaching these pupils is the building of positive civic attitudes. For the realization of this objective the pupil's interests must be aroused. For him, education must seem desirable. He must feel that it contributes to the fullness of his immediate existence. It must be humanized. The successful teacher will give special attention to individual needs. He will diagnose the pupil's capacities and limitations and interpret the curriculum in terms of his abilities and future development. Accomplishments for mentally limited pupils should be evaluated with due consideration to the individual's original mental equipment. As is the case with the normal or gifted child, his attainments are in direct proportion to his capacity to learn.

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reasonable excuse for neglecting either of these extremes while it concentrates its major educational activities on the average child. It is the community's duty to diagnose the disabilities of the mentally limited child and provide him with those educational opportunities which will develop emotional stability, stimulate positive social attitudes, and make him at least self-supporting. Then, and not until then, will the mentally limited pupil become an asset rather than a liability to society.

explain that value and impress it upon the child. It is a paramount consideration. These teachers must have a wide knowledge of occupations and must be able to show the child a purposeful existence and thereby give him incentives to pupils to prepare to do likewise.

These teachers will teach each subject as to its occupational value. This means that the teacher must have a wide knowledge of occupations. Every subject should be taught as to show the existence of the problem which is solved in connection with it.

The definite study of occupations should begin with the child probably in the first or second grades. The child should be encouraged to look around them and to learn to know the world about the occupations of their parents, relatives and neighbors. After a year or two of this rather superficial random study of familiar occupations, a more intensive study of occupations should be looked into. In the first or second grades this should be done. A study of rural and urban occupations should be pursued. The rural occupations with emphasis on problems calling for solution. In dealing with manufacturing besides studying the work advantages and

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GUIDANCE

In order that a more satisfactory adjustment of pupils in school may be made early and thus reduce the number of cases of maladjustment and retardation, the following outline of guidance is suggested for grades I-IX:

For those who wish to organize a child centered school which will offer real guidance for life, the choice of teachers who know the value of their subject in life and who will explain that value and impress it upon the pupils, is a paramount consideration. These teachers have objects in life. They lead a purposeful existence and thereby offer strong incentives to pupils to prepare to do likewise.

These teachers will teach each subject so as to show its occupational value. This means that the teacher should have a wide knowledge of occupations. Every subject should be so taught as to show the existence of the problems still to be solved in connection with it.

The definite study of occupations should start very early probably in the first or second grades. Even young children can be encouraged to look around them and to inquire about and tell about the occupations of their parents, relatives and neighbors. After a year or two of this rather unsystematic random study of familiar occupations, a more intensive study of occupations should be looked into. In the fifth or sixth grades this should be done. A study of rural and urban occupations should be pursued. The rural occupations with emphasis on problems calling for solution. In dealing with manufacturing besides studying the work advantages and

In order that a more satisfactory adjustment of pupils in school may be made early and thus reduce the number of cases of maladjustment and repetition, the following outline of guidance is suggested for grades 1-12:

For those who wish to organize a child oriented school which will offer real guidance for life, the choice of teachers who know the value of their subject in life and who will explain that value and impress it upon the pupils, is a paramount consideration. These teachers have objects in life. They have a purposeful existence and thereby offer strong incentives to pupils to prepare to do likewise.

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disadvantages the problems now pressing for attention should be given proper emphasis. In the junior high school at least one period a week should be devoted to an intelligent discussion of occupations. This should be a study of the opportunities for continued education and training of all sorts, and planning by each pupil of one of the several possible programs for future training and development. The pupil should not get the impression that there is anything final about his occupational plans. He should get the feeling that he is aiming to get somewhere. Through the junior and senior high schools there should be many individual conferences with men and women capable of advising pupils relative to courses bordering on different life occupations. Tryout courses of eight or ten weeks in junior high and early in Technical and Commercial High Schools have been quite successful.

After a pupil has gone through a tryout course, he should be nearly ready to select some line of training around which to organize his program for the remainder of his time in the school.

The guidance director should have the young workers for an hour or so a week in order to show them how to look for the interesting things in their jobs and the work with which they are connected, for the problems to be solved and for the possibilities in them.

Before the pupils leave the secondary school they should have formed their plans for continuing future training. The person in charge of guidance should hold group meetings and individual conferences and explain to the pupils the possibilities in different lines of activities.

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person in charge of Guidance should hold group meetings and individual conferences and explain to the pupils the possibilities in different lines of activities.

Complete living cannot be met by technical training nor by narrowing specialization. We need liberal education, real and worthy of the name, an education adequate to present needs while extending its range, and potent enough to develop individual and collective self-control. Effective guidance does not stop with an interview with the child, but must confer with the teacher concerned as to the ambitions, interests, and handicaps of the child. Nor is this enough! Children must be grouped together, not only according to their mental age but also according to their ambition and purposes. The class that the teacher faces from day to day should have its own common interest and purposes, a mutual problem. Then we shall have a group solving a group problem which is at the same time a problem for each individual

In our crowded buildings where the class enrollment is large, and available or coaching teachers are not provided, the following plan is suggested for promotion without increasing the cost of education:

For every five classes in one grade have one class under a restricted program for over-aged retarded pupils and other pupils who for various reasons are unable to keep up with the work of a normal or low normal class. This class could be known as an adjustment class since a pupil would not remain in it if it was evident that he could do the required work of a normal class. The administrative difficulties would be few up to grade seven. In many Junior High schools the pupils are promoted to senior high on a certain point requirement. It would not be

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PROMOTIONS

The world is coming to the realization that the educational work of the future will cover the two great fields which are quite different in their purposes. One concerns the transmission of available knowledge to the incoming generation, the other relates to the intellectual and spiritual growth for development or enjoyment by the individual after maturity is reached. Only remote facts remain constant. The present age is a rapidly changing one and because conditions under which pupils work and live are constantly changing, educational procedure should be based upon the changing needs of society which the school serves. Hence, the need for continuous study of the bases and procedures of pupil promotion.

The following outline of a plan for promotion is suggested:

In our crowded buildings where the class enrollment is large, and assistants or coaching teachers are not provided, the following plan is suggested for promotion without increasing the cost of education:

For every five classes in one grade have one class under a rearranged program for over-aged retarded pupils and other pupils who for various reasons are unable to keep up with the work of a normal or low normal class. This class could be known as an adjustment class since a pupil would not remain in it if it were evident that he could do the required work of a normal class. The administrative difficulties would be few up to grade seven. In many junior high schools the pupils are promoted to senior high on a certain point requirement. It would not be

The world is coming to the realization that the educational work of the future will cover the two great fields which are quite different in their purposes. One concerns the transmission of available knowledge to the younger generation, the other relates to the intellectual and spiritual growth for development or enjoyment by the individual after maturity is reached. This remote factor remains constant. The present one is a rapidly changing one and demands conditions under which pupils work and live are constantly changing, educational procedures should be based upon the changing needs of society which the school serves. Hence, the need for continuous study of the home and protection of youth promotion.

The following outline of a plan for promotion is suggested:

In our crowded buildings where the class enrollment is large, and students of varying talents are not provided, the following plan is suggested for promotion without increasing the cost of education:

For every five classes in one grade have one class under a restricted program for over-aged retarded pupils and other pupils who for various reasons are unable to keep up with the work of a normal or low normal class. This class would be known as an adjustment class since a pupil would not remain in it if it were evident that he could do the required work of a normal class. The administrative difficulties would be few up to grade seven. In many junior high schools the pupils are promoted to senior high on a certain point requirement. It would not be

necessary or wise to put the adjustment classes under a point requirement. If, for instance, a pupil in the ninth grade adjustment class should show evidence of being capable of pursuing to advantage a standard ninth grade program, give that pupil the point requirement for admission to that grade. Such cases would doubtless be few. There should be adjustment classes in grades X, XI, XII, entirely free from college college requirements for graduation. At the end of the twelfth year the school could graduate from this department as well as from any other. This scheme would be conducive to a better social education than we now have where many pupils from 15 years to 17 years of age are in the seventh or eighth grade with pupils from 11 to 13 years of age. 26% of our pupils leave school during the adolescent period because they cannot conform to the school academic requirement as regards promotion. (1) Many stay in until they have reached the working age and then leave having had one, two, or three years of failure. These pupils with our present industrial organization cannot all find suitable employment, if they succeed in finding any at all. Rather than have them in the community where they are responsible to no one in particular we should keep as many as possible under the supervision of the schools for social reasons. Many more will stay in school if they feel they are progressing, if only from one adjustment class to another. It is at this time that pupils of low I.Q. develop negative tendencies and probably many of the criminals of today did not get the proper

Note 1.--Annie Inskeep, Educational Research Magazine, May 1929, page 27.

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 time that pupils of low I.Q. develop negative tendencies and
 probably many of the criminals of today did not get the proper

reaction to society during the adolescent period. These pupils must be helped to feel that there is something worthwhile they can do and do it well. If this social supervision helps to prevent crime any city should feel justified in spending large sums of money for more social education. A pupil in an adjustment class would be entitled to all the advantages of the pupils in corresponding normal grade classes as regards club work, athletics, class officers, etc. These social contacts help to make each individual fill his niche in the community, and we can at least stimulate positive rather than negative reactions toward the community.

sufficient evidence to prove that the problem of proper pupil placement is the most serious problem facing progressive educators today. According to the best authorities and recent investigations pupils fail to progress through the traditional course of study chiefly for the following reasons: Poor teaching, faulty administration, faulty curriculum, failure of educators to consider individual differences in pupils, physical defects of pupils, lack of guidance, domination of college entrance examinations, inaccurate tests and examinations as measures of pupil progress, mental ineptness, and the lack of reading ability.

In determining what is the best procedure or what are the first steps to be taken to eliminate the chief causes of retardation and maladjustment of pupils a better understanding of the psychology of the children, a more varied and adjustable course of study, more guidance and better trained teachers seem to be the first requisites.

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SUMMARY

The history of education in the United States since 1600 shows that educators have been trying to develop a system of education for the masses. Thus originated the present lock-step plan of public education.

By 1850 the rigid graded lockstep plan was in common practice throughout most of the country. Because the courses and grades were planned for the average child, the gifted and mentally limited children began to show up as problems in adjustment. In studying the causes of retardation and maladjustment in public schools of the United States there is sufficient evidence to prove that the problem of proper pupil placement is the most serious problem facing progressive educators today. According to the best authorities and recent investigations pupils fail to progress through the traditional course of study chiefly for the following reasons: Poor teaching, faulty administration, faulty curriculum, failure of educators to consider individual differences in pupils, physical defects of pupils, lack of guidance, domination of college entrance examinations, inaccurate tests and examinations as measures of pupil progress, mental incapacity, and the lack of reading ability.

In determining what is the best procedure or what are the first steps to be taken to eliminate the chief causes of retardation and maladjustment of pupils a better understanding of the psychology of the children, a more varied and adjustable course of study, more guidance and better trained teachers seem to be the first requisites.

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abundant evidence to prove that the problem of proper pupil placement is the most serious problem facing progressive educators today. According to the best authorities and recent investigations pupils fail to progress through the traditional

course of study chiefly for the following reasons: poor teaching, faulty organization, faulty curriculum, failure of educators to consider individual differences in pupils, physical defects of pupils, lack of confidence, domination of

college entrance examinations, inaccurate tests and examinations as measures of pupil progress, mental incapacity, and the lack of realistic ability.

It is determining what is the best procedure or what are the first steps to be taken to eliminate the chief causes of

retardation and maladjustment of pupils a better understanding of the psychology of the children, a more varied and appropriate

course of study, more confidence and better trained teachers
 need to be the first results.

Better and more scientific supervision would help to put promotions on a better articulated basis. By the use of standardized tests followed up by remedial work where needed, and a study of pupils through individual case histories, a decrease in the number of cases of retardation would be realized.

An investigation made in Everett, Massachusetts, to determine the causes of 714 pupils out of 8104 being retarded during the school year 1929 and 1930, it was found that double schools, no course adapted to the needs of certain pupils, lack of guidance, mental limitation, poor health and poor teaching were the chief causes. As a result of this investigation it is recommended that if the public schools of Everett are to give to the children of that city the type of education and the quality of care to which they are entitled, double schools should be eliminated, more educational and vocational guidance should be given, more care should be given to the grouping of children, psychological clinics should be established, better provision should be made for mentally limited pupils, greater emphasis should be placed on health education, teachers with more definite standards of educational accomplishment should be provided, and a course of study should be furnished for each subject to be taught.

Remedial procedures which will help to decrease retardation and maladjustment of pupils would include a case curriculum for a three year high school. Each pupil will constitute a case for a director of guidance. He must take certain required courses for four years. The other subjects known as electives and by far

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Remedial procedures which will help to decrease retardation
and maladjustment of pupils would include a case conference for
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for four years. The other subjects known as electives and by the

representing the major part of the course, should be left to the pupil's choice. The pupil would then be placed in a case group in size consistent with economical education. The pupils of the groups resemble each other in the possession of qualities significant to their education. The work must be so arranged that the proper amount of suitable work is required of each case group.

Special provision should be made for gifted and mentally limited pupils. The amount of intelligence endowed by nature upon the individual differs as does any other human quality. The fact that one child is born with a superactive mind while his brother is born with inferior mentality does not give society any reasonable excuse for neglecting either of these extremes while it concentrates its major educational activities on the average child.

Schools should give the pupils more guidance. This should include academic, social, avocational, vocational and physical. It should have as its objective a liberal education, real and worthy of its name, an education adequate to present needs while extending its range, and potent enough to develop individual and collective self control.

More attention must be given to promotion standards by school administrators and teachers, that a more uniform plan of pupil progress may be developed.

Whither the lock-step plan of public education? Educating children en masse and at the same time giving individual

representative the major part of the course, should be left to
the pupil's choice. The pupil would then be placed in a
case group in which he would be associated with several other pupils.
The rights of the group members would be equal in the possession
of facilities and equipment. The work must be
so arranged that the proper amount of individual work is required
of each group member.

Special provision should be made for gifted and generally
limited pupils. The amount of intelligence endowed by nature
upon the individual varies as does any other human quality.
The fact that one child is born with a superlative intelligence
his brother is born with but a normal intelligence does not give
necessarily any responsible reason for neglecting either of them
because while it concentrates the major educational activities
on the gifted child.

Schools should give the pupils more emphasis. This should
include academic, social, vocational, and physical.
It should have as its objective a liberal education, mental and
social as well as the more, or vocational education to present needs
while emphasizing the social and vocational aspects to develop
individual and collective self-interest.

More attention must be given to personal education by
school administrators and teachers, that a more uniform plan of
personal progress may be developed.
Within the four-year plan of college education, increasing
attention on mass and at the same time giving individual

instruction is the greatest problem facing educators today. This investigation shows that there is a great need for more education directed toward the task of providing adequately for individual differences in children. Until a more satisfactory plan is evolved, pupils will continue to fail, and, in this respect our systems of public education are failing in their duty to the individual.

PART VIII

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PLATE VIII

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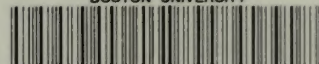
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